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ABSTRACT

This report is designed to inform policymakers and educators about the current status of key education policies across the 50 states that define and shape elementary and secondary education in public schools. Time and attendance policies cover length of school year, date for start of school, length of school day, year-round school, kindergarten programs, student-attendance requirements, and state preschool policies. Graduation requirement policies cover state course-credit requirements for high school graduation and core academic subjects; specific courses required in mathematics and science for graduation; credit requirements in health, physical education, and foreign language; state course-credit requirements for advanced diplomas; and high school exit-exam requirements. Content standards include the status of state content standards in academic subjects, state policies on textbooks and standards, and state policy linking professional development with content standards. Teacher preparation and licensure policies cover standards for teacher licensure; professional development requirements for teacher license renewal/recertification; states requiring teacher assessment for new license; state requirements in academic fields for elementary license; state requirements for license in English/language arts, mathematics, science, and social studies; and college major in specific academic areas required for state teacher certification/license. (Contains 29 tables.) (RT)

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Key State Education Policies on K-12 Education: 2000

ED 468 094

Time and Attendance
Graduation Requirements
Content Standards
Teacher Licensure
School Leader Licensure
Student Assessment

Results from the 2000 CCSSO Policies and Practices Survey
State Departments of Education

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Results from the 2000 CCSSO Policies and Practices Survey
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The Council of Chief State School Officers (CCSSO) is a nationwide, nonprofit organization of public officials who head departments of elementary and secondary education in the states, the District of Columbia, the Department of Defense Education Activity (DoDEA), and five extra-state jurisdictions. CCSSO seeks its members' consensus on major education issues and expresses their views to civic and professional organizations, to federal agencies, to Congress, and to the public. Through its structure of standing and special committees, the Council responds to a broad range of concerns about education and provides leadership on major education issues.

The State Education Assessment Center was established by chief state school officers to improve the information base on education in the United States, especially from a state perspective. The Center works to improve the breadth, quality, and comparability of data on education, including state-by-state achievement data, instructional data, indicators of education quality, and performance assessment of teachers and students.

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INTRODUCTION

Key State Education Policies on K-12 Education

The purpose of this CCSSO report is to inform policymakers and educators about the current status of key education policies across the 50 states that define and shape elementary and secondary education in public schools. The report is part of a continuing series by the Council's State Education Assessment Center on state education indicators and state policies.

The Council began reporting on trends in state education policies and statistical indicators of the condition of education in the 1980s, when most state legislatures and boards of education approved policy initiatives aimed at improving the quality of K-12 education. When this series began, CCSSO collected and reported 50-state information on policies regarding teacher preparation and certification, high school graduation requirements, student assessment programs, school time, and student attendance. In the 1990s, other categories of policies were added to the report including state content standards and curriculum, teacher assessment, and school leader/administrator licensure.

The primary goal of the Council's work with education indicators is to assist national, state, and local policymakers and leaders in making informed decisions. In addition to reporting state-level indicators, the Council works with states on developing indicators at district and school levels. All of the information is collected and reported through the support and cooperation of the chief state school officers in each state and their staff.

Sources

This report provides policy information for the 50 states and DoDEA as of spring 2000. The current report is the sixth in the series (see also CCSSO 1987, '92, '95, '96, '98). State policy information was obtained from a variety of sources. State education staff reported on policies through a survey administered in spring 2000 by staff of the CCSSO State Education Assessment Center. The state Education Information Advisory Committee (EIAC) representatives approved the survey and served as the point of contact for each state. Other sources of information for this report are: *State Student Assessment Programs survey* (2000) and *Manual on the Preparation and Certification of Education Personnel* published by the National Association of State Directors of Teacher Certification (2000).

More Information

For more information on state education policies or education indicators, you may contact Rolf K. Blank, CCSSO Director of Education Indicators. To obtain a copy of this report, send email to info@ccsso.org, or call 202.336.7016. You may also find this report on the CCSSO web site (**www.ccsso.org**).

TIME AND ATTENDANCE POLICIES

Length of School Year.. .....**Table 1**

Since 1989, CCSSO has collected and reported information on states' time and attendance policies. Currently, 34 states require 180 days or more of school, and 9 states require between 175 and 179 days. In 1989, these totals were 34 and 13 respectively.

Trends:	**1989**	**1995**	**1998**	**2000**
180 or more days	34	34	33	34
175-179 days	13	9	10	9
Other	3	7	7	7

Nineteen states list requirements in both days and hours, which is up by 5 states from the previous report. Other notable changes since 1998 are: North Carolina, which lists its policy as 180 days and 1,000 hours; New Jersey now requires 180* (plus) days; and Connecticut, where *hours after approved exceptions* applies only to kindergarten. Five states increased the number of days in the school year since 1998 (Hawaii, Kansas, Mississippi, Oklahoma, and Texas) ranging from one to 12 days.

Date for Start of School .....**Table 2**

New questions in the 2000 survey asked about a state policy on the date when school starts and the average date when school started in Fall 1999. Most states started school in August, in Fall 1999, beginning with August 5 in Colorado. Fourteen states listed their start dates as ranging from August 26 to the *first Thursday following the first Monday of September.* A majority of states have not set a statewide policy.

Length of School Day .....**Table 3**

Currently, 37 states require five or more hours per day from elementary through high school. In grades 1-6, 36 states require at least five hours per day, while those same hours are required in 39 states for grades 7-8, and in 37 states for grades 9-12. All high school hours range from four to seven hours per day, with the exception of Missouri's policy which is three to seven hours per day.

Changes since 1998 were reported by South Dakota and Wisconsin, which both eliminated minimum length of school day. North Carolina now states its policy in terms of *the whole school year* versus hours per day.

Year-Round School: State Policies and District Practices .....**Table 4**

Currently, 16 states have a policy regarding year-round school, while 34 states reported that one or more districts or schools operate year-round schools. In 1995, 29 states reported having districts with year-round schools in operation.

Among the 10 states submitting definitions for year-round school are: Oregon -- *12-month class schedule*; California and Hawaii -- *no more than 8 weeks vacation*; and New Jersey -- *greater than 180 days/year and instruction during traditional vacation time.*

Trends:	**1995**	**1998**	**2000**
States with policy on year-round	15	15	16
Districts with year-round schools	29	33	34

Across the states, the number of districts offering year-round school programs is small, and the numbers have not changed significantly since 1995. In most of the states, only a handful of districts are offering year-round school or several schools are experimenting with this schedule.

Kindergarten Programs: State Policies .....**Table 5**

The pattern across states is toward more full-day kindergarten programs. In 1995, only 10 states required that full-day kindergarten be offered, while 28 states had a half-day policy, and currently 15 states require full-day programs be offered. Nine states have no statewide policy regarding kindergarten, and local policies govern kindergarten programs. In five states, districts offering full-day programs also offer half-day programs.

Trends:	**1995**	**1998**	**2000**
Half-day program	28	27	26
Full-day program	10	14	15
Local policies	12	9	9

Student Attendance Requirements .....**Table 6**

Age to Enter Kindergarten

All states require students to be age five to enter kindergarten. CCSSO collected information from each state on policies that define the date at which students must be five to enter kindergarten. In 2000, almost half (23) of all states set their kindergarten cut-off dates on or before September 1.

Kindergarten Cut-Off Date (Age 5), 2000

Sep. 1 / before	23
Sep. 2 - Oct. 30	14
Dec. 1 - Jan. 1	7
Local policies	4
Not reported	2

Age Students Must Enter School

All states have a policy requiring students to attend school by a defined age, from five to eight years old.

Trends:	1989	1995	1998	2000
Age 5	4	7	7	7
Age 6	19	19	22	21
Age 7	24	20	19	18
Age 8	3	2	2	2
Not reported	-	2	-	2

Age to Leave School

As of 2000, over half the states (28) require students to be enrolled in school to age 16. Since 1989 there is a trend toward more states with mandatory school until age 18.

Trends:	1989	1995	1998	2000
Age 16	35	33	32	28
Age 17	8	7	6	7
Age 18	7	9	12	13
Not reported	-	1	-	-

Changes since 1998 include: Florida - piloting age 18 requirement (16 previously); Kansas - age 18 or waiver at 16; Louisiana - age 17 (up from 16); Minnesota - age 18 or waiver; and Wyoming - age 16 or complete grade 10.

Pre-School State Policies .....**Table 7**

In 2000, CCSSO began collecting information on state policies regarding pre-school programs statewide. Under federal law, all states must provide pre-school programs to disabled students. Seventeen states and DoDEA reported having a state pre-school policy. Several states require pre-school be offered for broader categories of students. In Kentucky, pre-school is provided for all low-income four-year-old students, i.e, eligible for free lunch. Louisiana offers pre-school to all at-risk four-year-olds, and in Texas districts are required to offer pre-kindergarten when 15 eligible children are identified.

Table 1

Length of School Year — State Policies in Number of Days or Total Hours, 2000

STATE	In Days	In Hours	In Days After Approved Exceptions	In Hours After Approved Exceptions
Alabama	175	-	-	-
Alaska	180	-		
Arizona (1994)	175	-	-	-
Arkansas	178	-	-	-
California	175	-	163	
Colorado	-	968	n/a	-
Connecticut	180	900	180	450 (kindergarten)
Delaware	-	1060	-	-
DoDEA	183	-	175	-
Florida	180	-	177	900
Georgia	180	-	176	
Hawaii	184	-	-	-
Idaho	180	450 (K); 810 (1-3); 900 (4-8); 990 (9-12)	-	-
Illinois (1998)	180	-	-	-
Indiana	180	900 (K-6); 1080 (7-12)	varies by waiver	varies by waiver
Iowa	180	-	-	-
Kansas	186	1116	181 (gr. 12)	1086 (gr. 12)
Kentucky	175	1050	-	
Louisiana	175	1050	-	(360 mins/days)
Maine	175		170 (gr. 12)	
Maryland	180	1080 (E); 1170 (S)	varies	
Massachusetts	180	900 (E); 990 (S)	1 day with cause	
Michigan	180	1047	178 w/2 snow days	-
Minnesota	varies	varies		
Mississippi	180	-	-	-
Missouri	174	1044	varies	1032
Montana	180	360 (K); 720 (1-3); 1080 (4-12)	-	-
Nebraska	-	400 (K); 1032 (E); 1080 (H)	varies by circumstance	
Nevada	180	-	165	-
New Hampshire	180		varies	
New Jersey	180+	-	180	-
New Mexico	180	450 (K); 990 (1-6); 1080 (7-12)	145 (4-day wk.)	-
New York (1996)	180	-	175	-
North Carolina	180	AND 1000 hrs		-
North Dakota	173	-	varies	-
Ohio	182	-	177	-
Oklahoma	180	1080	varies	varies
Oregon	-	405 (K); 810 (1-3); 900 (4-8); 990 (9-12)	-	-
Pennsylvania	180	900 (E); 990 (S)	-	-
Rhode Island	180	-	170	-
South Carolina	180	-	-	-
South Dakota	n/a	875 (1-3); 962.5 (4-12)	hrs. per school term	-
Tennessee	180	-	-	-
Texas	187	-	varies	-
Utah	180	990	172	
Vermont	175			
Virginia	180	990		
Washington (1998)	180	450(K);2700 (1-3);2970(4-6);1980(7-8);4320 (9-12)	177	
West Virginia	180	-	178	-
Wisconsin	180	437 (K); 1050 (1-6); 1137 (7-12)	175	
Wyoming	175	1050		

Note: "-" Indicates that a state does not have a requirement in this category.

Source: State Departments of Education, CCSSO Policies and Practices Survey, 2000.
Council of Chief State School Officers, State Education Assessment Center, Washington, DC.

Table 2

Date for Start of School, 2000

STATE	Policy on Start Date	Common Start Dates for Fall 1999 semester*
Alabama	-	August 9 - 23
Alaska	-	September 1
Arizona		
Arkansas	-	
California		data not collected
Colorado		August 5 - September 13
Connecticut	-	between August 29 - September 2
Delaware	-	August 30 - September 9
DoDEA	-	August 30
Florida	August 2	August 7 - 16
Georgia	July 1	August 9 - 23
Hawaii	End year by June 10	July 1 - September 1
Idaho	-	September 1
Illinois	-	
Indiana	Earliest July 1; end year by June 30	August 16 - 25
Iowa	July 1	August 23 - 27
Kansas	-	
Kentucky	-	Mid-August (9 - 16)
Louisiana	-	August 10 - September 3
Maine		Mid-August - September 5
Maryland		August 24 - September 7
Massachusetts	-	late August - mid-September
Michigan	-	August 23 - September 10
Minnesota	September 1, with local exceptions	September 1 - October 1
Mississippi	August 1; end year by June 15	August (2nd week)
Missouri	After Labor Day, unless agricultural	
Montana	-	last week of August - first week of September
Nebraska	-	data not collected
Nevada	-	
New Hampshire		
New Jersey		two to three days after Labor Day
New Mexico	-	3rd week in August
New York		
North Carolina	July 1	estimate August 15 - 30
North Dakota		last week in August
Ohio		August 23 - September 7
Oklahoma	-	95% between August 9 - 20
Oregon	-	last week of August - first week of September
Pennsylvania	July 1; end year by June 30	August 23 - September 7
Rhode Island	By first Thursday following first Monday of September	September 1 - 8
South Carolina		August 9 - 23
South Dakota	-	August 23 - September 7
Tennessee	-	Mid-August
Texas	-	August 16
Utah		August 21 - 28
Vermont		August 25 - September 1
Virginia	After Labor Day, except with waiver	September 7
Washington		
West Virginia	August 26	August 26 - 31
Wisconsin	September 1, with local exceptions	August 18 - September 9 (most Aug 25)
Wyoming	-	August 23 - September 7

Notes: * What is the date or range of dates on which the majority of the public schools in your state began the fall 1999 semester?
"-" State does not have a policy.

Source: State Departments of Education, CCSSO Policies and Practices Survey, 2000.
Council of Chief State School Officers, State Education Assessment Center, Washington, DC.

Table 3

Length of School Day in Minimum Hours by Grade Level, 2000

STATE	Pre-K	Half-Day Kindergarten	Full Day Kindergarten	Grades 1-6	Grades 7-8	Grades 9-12
Alabama	-	-	6	6	6	6
Alaska	-	<4 hrs.	>4 hrs.	gr.1-3: 4; gr. 4-6: 5	5	5
Arizona (1994)	1.2	2	-	4.0-5.0	6	-
Arkansas	-	-	6	6	6	6
California	-	3.3	-	gr. 1-3: 4.7; gr. 4-6: 5	5	6
Colorado	-	-	-	-	-	-
Connecticut	-	-	-	-	-	-
Delaware	-	2.5	-	6	6	6
DoDEA	2.5	2.5	6	5.5	6	6
Florida	-	-	-	5	5	5
Georgia	4.5	-	4.5	gr. 1-3: 4.5; gr. 4-5: 5	gr. 6-8: 5.5	5.5
Hawaii	6	6	6	6	6	6
Idaho	-	2.5	4	4	4	4
Illinois (1998)	-	2	4	5	5	5
Indiana	-	2.5	-	5	6	6
Iowa	-	-	-	5.5	5.5	5.5
Kansas	-	2.5	5	6	6	6
Kentucky	-	3	6	6	6	6
Louisiana	6	-	6	6	6	6
Maine	-	2.5	2.5	5	5	5
Maryland	-	-	-	6	6	6.5
Massachusetts	-	-	-	-	-	-
Michigan	-	-	-	-	-	-
Minnesota	-	-	-	-	-	-
Mississippi	5.5	-	5.5	5.5	5.5	5.5
Missouri	-	1.5	3.0-7.0	3.0-7.0	3.0-7.0	3.0-7.0
Montana	*annual aggregated hours requirement*					
Nebraska	-	-	-	-	-	-
Nevada	-	-	2	5	5.5	5.5
New Hampshire	-	2.5	n/a	6	6	6
New Jersey	2.5	2.5	6	6	6	6
New Mexico	-	2.5	-	5.5	6	6
New York (1996)	-	2.5	5	5	5.5	5.5
North Carolina	-	-	1000 hours	for the whole	school	year
North Dakota	-	2.75	5.5	5.5	6	6
Ohio	-	2.5	-	5	5.5	5.5
Oklahoma	2.5	2.5	6	6	6	6
Oregon	-	-	-	6 (K-3)	6.5 (4-8)	7
Pennsylvania	none	2.5	5	5	5.5	5.5
Rhode Island	2.5	2.5	5	5	5-5.5	5.5
South Carolina	2.5	2.5	5	6	6	6
South Dakota	*no minimum hourly requirement in law*					
Tennessee	5.5	4	4	6.5	6.5	6.5
Texas	-	-	7	7	7	7
Utah	-	2	-	4	4	4
Vermont	-	2	-	4 (1-2)	5.5 (3-10)	-
Virginia	-	3	5.5	5.5	5.5	5.5
Washington (1998)	-	2	4	4 (1-3)	5 (4-6)	5 (7-12)
West Virginia	-	-	5.25	5.25 (K-4)	5.5 (5-8)	5.75
Wisconsin	*no minimum length*					
Wyoming	-	2.5	5	5	6	6

Note: "-" Indicates that a state does not have a requirement in this category.

Source: State Departments of Education, CCSSO Policies and Practices Survey, 2000.
Council of Chief State School Officers, State Education Assessment Center, Washington, DC.

Table 4

Year-Round School — State Policies and District Practices, 2000

Question: Does your state have a policy regarding year-round school as of 2000? Are there now districts in your state that run year-round schools? If yes, how many?

State Policy Regarding Year-Round School		Districts with Year-Round Schools	
YES	**NO**	**YES**	**Number of Districts**
Arizona (1994)	Alabama	Alabama	a few
Arkansas	Alaska	Alaska	a few
California	Colorado	Arizona (1994)	—
Florida	Connecticut	Arkansas	4
Hawaii	Delaware	California	180
Illinois (1998)	DoDEA	Colorado	4
Iowa	Georgia	Florida	10
Kentucky	Idaho	Georgia	—
Minnesota	Indiana	Hawaii	—
Nevada	Kansas	Idaho	4
North Carolina	Louisiana	Illinois (1998)	5
Oklahoma	Maine	Indiana	6 (in parts)
Pennsylvania	Maryland	Iowa	5
Texas	Massachusetts	Kentucky	27
Utah	Michigan	Louisiana	2
West Virginia	Mississippi	Maine	2
	Missouri	Maryland	1 (elem.)
	Montana	Minnesota	10
	Nebraska	Missouri	1
	New Hampshire	Nevada	6
	New Jersey	New Jersey	school decision
	New Mexico	New Mexico	2
	New York (1996)	North Carolina	32 (& 12 charter schools)
	North Dakota	Ohio	—
	Ohio	Oregon	3 or 4
	Oregon	Pennsylvania	select schools in 4 districts
	Rhode Island	South Carolina	—
	South Carolina	Tennessee	select schools in 8 districts
	South Dakota	Texas	52
	Tennessee	Utah (schools)	7
	Vermont	Virginia	5 schools in 3 districts
	Virginia	Washington (1998)	2
	Washington (1998)	West Virginia	2
	Wisconsin	Wisconsin	2
	Wyoming		
Total states 16	**34**	**34**	

Notes:

State Definition of year-round school:

Arkansas: 12-month school with no more than 6 weeks vacation

California: No more than 8 weeks vacation

Florida: 11, 12-month calendar offering at least 180 days of instruction with shorter staggered vacation period throughout the year

Hawaii: No more than 8 weeks vacation

Louisiana: Breakup of 3-month vacation of traditional calendar; school in smaller instructional blocks with each followed by short vacation breaks

New Jersey: Greater than 180 days/year; instruction during traditional vacation time

New Mexico: 10, 11, 12-month calendar permitting attendance on a staggered schedule

Oklahoma: 11- or 12-month year in excess of 200 school days, of at least 6 hours each day

Oregon: 12-month class schedule

Pennsylvania: School year is extended to August 15 for students whose 180 days of instruction continue into the sumer months.

Source: State Departments of Education, CCSSO Policies and Practices Survey, 2000.
Council of Chief State School Officers, State Education Assessment Center, Washington, DC.

Table 5

Kindergarten Programs — State Policies, 2000

Question: Does your state require districts to offer kindergarten? Full or half-day program? Are students required to attend?

FULL-DAY PROGRAM		HALF-DAY PROGRAM	
Districts Must Offer	**Student Attendance Required**	**Districts Must Offer**	**Student Attendance Required**
Alabama	Yes	Arizona (1994)	Yes
Arkansas	Yes	California	No
DoDEA	No	Connecticut	No
Florida	Yes	Delaware	Yes
Georgia	No	Illinois *(or full day)* - (1998)	No
Hawaii	No	Iowa *(or full day)*	No
Louisiana	No	Indiana	No
Mississippi	No	Kentucky	No
North Carolina	No	Maine	No
North Dakota *(and half day)*	No	Maryland	Yes/early entrance accom.
South Carolina	Yes	Massachusetts	No
South Dakota *(and half day)*	No	Minnesota *(or full day)*	No
Texas *(and half day)*	No	Missouri *(or full day)*	No
Vermont *(and half day)*	No	Montana	No
Virginia *(and half day)*	Yes	Nebraska (400 hrs.)	No
West Virginia	Yes	Nevada	No
		New Mexico	Yes
		Ohio *(or full day)*	Yes
		Oklahoma	Yes
		Oregon	No
		Pennsylvania	No
		Rhode Island	Yes
		Tennessee	Yes
		Utah	Yes
		Wisconsin	No
		Wyoming	No
Total states 15 Offer	**6 Yes**	**Total 26 Offer**	**9 Yes**

NO STATE POLICY - LOCAL DISTRICT POLICY

Alaska
Colorado
Idaho
Kansas
Michigan
New Hampshire
New Jersey
New York (1996)
Washington (1998)

Source: State Departments of Education, CCSSO Policies and Practices Survey, 2000.
Council of Chief State School Officers, State Education Assessment Center, Washington, DC.

Table 6

School Student Attendance Requirements, 2000

STATE	KINDERGARTEN ENTRANCE Age	Cut-Off Date	Age Students Must Enter School	Age Students Must Remain in School
Alabama	5	9/1	7	16
Alaska	5	8/15	7	16
Arizona (1994)	5	9/1	6	16 or gr. 10
Arkansas	5	9/15	5	17 by 10/1
California		legislation pending		
Colorado	n/a		n/a	
Connecticut	5	1/1	7	16
Delaware	5	8/31	5 by 8/31	16
DoDEA	5	10/31	6	cannot exceed 21
Florida	5	9/1	6	18 (pilot prog.)
Georgia	5	9/1	6	16
Hawaii	5	12/31	6	18
Idaho	5	9/1	7	16
Illinois (1998)	5	9/1	7	16
Indiana	5	6/1	7	16
Iowa	5	9/15	6	16 by 9/15
Kansas	5	8/31	7	18 or waiver at 16
Kentucky	5	10/1	6 by 10/1	16
Louisiana	5	9/30	7	17
Maine	5	10/15	7	17
Maryland	5	12/31	5	16
Massachusetts		LEA option	6	16
Michigan	5	12/1	6	16
Minnesota	5	9/1	7	18 or waiver
Mississippi	5	9/1	6	17
Missouri	5	8/1	7	16
Montana	5	9/10	7	16 & complete gr. 8
Nebraska	5	10/15	7	16
Nevada	5	9/30	7	17
New Hampshire		LEA option	6	16
New Jersey		LEA option	6	16
New Mexico	5	9/1	5	18
New York (1996)	5	12/1	6	16 & complete school yr.
North Carolina	5	10/16	7	16
North Dakota	5	8/31	7	16
Ohio	5	9/30	6	18
Oklahoma	5	9/1	5	18
Oregon	5	9/1	7	18
Pennsylvania		LEA option	8	17
Rhode Island	5	12/31	6	16
South Carolina	5	9/1	5	16
South Dakota	5	9/1	6	16
Tennessee	5	9/30	6	17
Texas	5	9/1	6	18
Utah	5	9/2	6	18
Vermont	5	1/1	7	16
Virginia	5	9/30	5	18
Washington (1998)	5	8/31	8	18 or waiver
West Virginia	5	9/1	6	16
Wisconsin	5	9/1	6	18
Wyoming	5	9/15	6	16 or complete gr. 10

Note: n/a = no longer has a policy

Source: State Departments of Education, CCSSO Policies and Practices Survey, 2000.
Council of Chief State School Officers, State Education Assessment Center, Washington, DC.

Table 7

State Pre-School Policies, 2000

Question: Does your state have a policy that requires districts to offer pre-school programs?

	STATE POLICY
Alaska	Districts must provide programs for disabled students.
Colorado	State law requires that students with disabilities receive educational services beginning at age three. Services for students without disabilities are optional.
DoDEA	Developmentally appropriate programs are offered. A free, partial or full-day program for eligible 4-year old children within school commuting area is available. *Sure Start* is an early intervention program (6 hours daily) for lower-income families. Pre-school special ed. services are provided for 3 to 5-year old children with special needs.
Hawaii	Pre-school classes are required for special education students.
Idaho	State statute requires students with disabilities, age 3 through 5, must be provided a free appropriate education.
Indiana	A school district is required to offer special needs students pre-school programs as determined by the IEP.
Kansas	Free Appropriate Education for 3 to 5 year old children with disabilities (IDEA).
Kentucky	Pre-school education programs are available for all four-year-old children who are eligible for free lunch; all three- and four-year-old children with developmental delays and disabilities regardless of income; and other four-year-old children as placements are available.
Louisiana	At-risk 4-year-old children are provided pre-school.
Maryland	Districts must provide programs for disabled students.
Massachusetts	Required for 3 and 4 year olds with disabilities.
Montana	Districts may establish free pre-school programs for children between the ages of 3 and 5 years (not from state equalization aid). Special education programs must be provided for each pre-school child 3 to 6 years old with a disability.
New Jersey	Abbott School Districts must offer Early Childhood Education to 3 and 4-year-old children.
Ohio	Districts must identify, evaluate and service pre-school children with disabilities. All children at or below 125% of the poverty level have access to Headstart programs and comprehensive services provided by either the school district or a private agency.
Oklahoma	Early childhood programs for 4 year-olds are state-funded voluntary programs, but school districts may offer the program and families may enroll their children. The programs may be full-day (6 hours) or half-day (2.5 hours). At present, nearly 50% of all 4 year olds within the state of OK attend a public school early childhood program. State funding provided for all early childhood students.
South Carolina	Child development programs are provided to 4 year olds.
Texas	If 15 or more eligible children are identified, districts are required to offer prekindergarten.
Utah	Districts are required to provide services to pre-school disabled children.

Note: Under Federal law, all states must provide pre-school programs for disabled students.

Source: State Departments of Education, CCSSO Policies and Practices Survey, 2000.
Council of Chief State School Officers, State Education Assessment Center, Washington, DC.

GRADUATION REQUIREMENTS

High School Course Credit Requirements ..... **Table 8**

Summing across states, we can examine the number of states with specific levels of Carnegie credits (i.e., academic year course of two semesters) required for high school graduation. We can also examine trends over time since 1987. As of 2000, a total of 36 states require 4 credits in English, 25 states require 2.5 or more credits in Math, 20 states require more than 2.5 credits in Science, and 35 states require 2.5 or more credits in Social Studies.

		Number of States Per Year			
Subject	**Credits required**	**1987**	**1995**	**1998***	**2000***
English	4 credits	35	37	36	36
	3 credits	9	7	7	7
	Local	6	6	5	5
Mathematics	4 credits	0	0	1	4
	2.5 to 3.5 credits	12	17	18	21
	2 credits or less	31	26	23	18
	Local	7	7	5	5
Science	4 credits	0	0	1	4
	2.5 to 3.5 credits	6	11	13	16
	2 credits	37	32	28	23
	Local	7	7	5	5
Social Studies	4 credits	1	2	3	4
	2.5 to 3.5 credits	24	24	26	31
	2 or less	21	17	12	11
	Local	4	3	2	2

*Two states' graduation requirements are based on state content standards as of 1998 (Minnesota and Pennsylvania). Credit = Carnegie credit, i.e. completion of academic year course (2 semesters).

Trends: 1987 to 2000

From 1987 to 2000, the most notable policy changes occurred in mathematics and science credit requirements, with 13 states raising their requirements one or more credits in math, and 14 states raising their requirements one or more credits in science.

Arts Requirements

The 1998 survey asked states for the first time about their Arts credit requirements for graduation. Twenty-four states reported an Arts course requirement in 1998, and 25 states reported a requirement in 2000. The reported credit requirements by these states vary from .5 to 2 credits per state. California, Illinois and Oregon require 1 credit in Arts *or* Foreign Language for graduation.

Specific Courses in Mathematics and Science ..... **Table 9**

For the 2000 survey, the graduation requirements question was expanded to specify math and science courses required for graduation. As the table shows, 16 states reported requiring specific math courses, and 20 states reported requiring specific science courses. The most reported specific math course was Algebra, and the most reported specific science course was Biology.

Health, Physical Education and Foreign Language ..... **Table 10**

Twenty-five states reported high school course credit requirements for Health, 28 states for Physical Education, and nine states for Foreign Language. Health credit requirements vary from .5 (the most frequent requirement) to 2 credits. Of the nine states reporting a Foreign Language requirement, most require two credits.

Advanced Diploma ..... **Table 11**

Seventeen states report a state policy providing for an "advanced diploma" which requires students to complete additional course credits of specific advanced courses. Each state's advanced diploma may have a specific title or name. The total is down by two states from the 1998 report. The total number of credits required ranges from 13 to 47 (core subjects plus electives). Most of the reporting states require credits in both Arts and Foreign Language courses.

High School Exit Examinations ..... **Table 12**

Goal 5 of the National Education Goals states: "Every adult American will be literate and possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship."

Nineteen states reported policies requiring students to take and pass an achievement test in order to qualify for high school graduation. The table identifies the states with a required graduating exam and lists the state assessment used. Nine states reported current work on developing an exam with effective dates ranging from 2001 to 2004.

More detailed information on the state tests and subject areas that students must pass for graduation is available in CCSSO's annual report on State Student Assessment Programs (2000).

Table 8

State Course Credit Requirements for High School Graduation
Core Academic Subjects, 2000

STATE	CREDITS FOR REGULAR DIPLOMA: Math	Science	English	Social Studies	Arts	Total Credits (core subjects & elec.)
Alabama	4	4	4	4	0.5	24
Alaska	2	2	4	3	-	21
Arizona (1994)	2	2	4	2.5	-	20
Arkansas	3	3	4	3	0.5	21
California	2	2	3	3	1 (or For. Lang.)	13 & L
Colorado	L	L	L	L	-	L
Connecticut	3	2	4	3	1	20
Delaware	3	3	4	3	-	22
DoDEA	3	3	4	3	1	24
Florida	3	3	4	3	0.5	24
Georgia	3	3	4	3	1	19
Hawaii	3	3	4	4	-	22
Idaho	4	4	4	2.5	1	21
Illinois (1998)	2	1	3	2	1 (or For. Lang.)	10.25
Indiana	4	4	4	4	-	22
Iowa	L	L	L	1.5	-	1.5 & L
Kansas	2	2	4	3	-	21
Kentucky	3	3	4	3	1	22
Louisiana	3	3	4	3	-	23
Maine	2	2	4	2	1	16
Maryland	3	3	4	3	1	21
Massachusetts	L	L	L	1	1	L
Michigan	L	L	L	0.5	L	L
Minnesota	*standards-based reform*					
Mississippi	3	2	4	3	1	20
Missouri	2	2	3	2	1	22
Montana	2	2	4	2	1	20
Nebraska	L	L	L	L	L	L
Nevada	3	2	4	2	1	22.5
New Hampshire	2	2	4	2.5	0.5	19.75
New Jersey	3	3	4	3	1	22
New Mexico	3	2	4	3	-	23
New York (1996)	2	2	4	4	-	12
North Carolina	3	3	4	3	-	20
North Dakota	3	4	4	3	-	17
Ohio	2	1	3	2	-	18
Oklahoma [1]	2	2	4	2	2	23
Oregon	2	2	3	3	1 (or For. Lang.)	22
Pennsylvania	*requirements under revision*					
Rhode Island	2	2	4	2	-	16
South Carolina	4	3	4	3	-	24
South Dakota	2	2	4	3	0.5	20
Tennessee	3	3	4	3	-	20
Texas	3	2	4	2.5	-	18.5
Utah	2	2	3	3	-	24
Vermont	5 combined		4	3	1	12
Virginia	3	3	4	3	1	22
Washington (1998)	2	2	3	2.5	1	19
West Virginia	3	3	4	3	1	24
Wisconsin	2	2	4	3	-	13 & L
Wyoming	3	3	4	3	-	13 & L
Total	**Math**	**Science**	**English**	**Social Studies**	**Arts**	**L**
	2.5-4 credits	2.5-4 credits	4 credits	2.5-4 credits	25 states	8 states
	26 states	20 states	36 states	35 states		(local board determines)

Notes: See following page for specific course requirements in math and science.
"Credits": Carnegie credit, i.e. completion of academic year course.
(1) New legislation increased graduation requirements for 2002-03 graduates.
"-" Indicates that a state does not have a requirement in this category.

Source: State Departments of Education, CCSSO Policies and Practices Survey, 2000.
Council of Chief State School Officers, State Education Assessment Center, Washington, DC.

Table 9

Specific Courses Required in Mathematics and Science for Graduation, 2000

STATE	Specific Math Courses	Specific Science Courses
Alabama	Algebra and Geometry	Biology and a Physical Science
Alaska	-	-
Arizona		
Arkansas	-	-
California	-	2 credits include biology and physical science
Colorado	-	-
Connecticut	-	-
Delaware	Course offerings must meet state content standards	Course offerings must meet state content standards.
DoDEA	Algebra and Geometry	All courses must include laboratory
Florida	Algebra I, or courses equivalent	2 of 3 credits must have laboratory component
Georgia	Algebra II	-
Hawaii	-	-
Idaho	-	2 semester credits in lab science
Illinois		
Indiana	-	4 credits min. 2 fields: Life, Physical, Earth/Space science
Iowa	-	-
Kansas	-	-
Kentucky	Algebra 1 and Geometry	1 credit in each: Life, Physical, Earth/Space science
Louisiana	Option I: Algebra I and Alg. II, Geom., App. Geom., Adv. Math., Calc., Cons. Math., or Bus. Math. Option II: Applied Math	Biology
Maine	-	1 credit of laboratory science
Maryland	One algebraic concepts and one geometric concepts	Earth, Life, or Physical science with laboratory
Massachusetts	-	-
Michigan	-	-
Minnesota	Graduation Standards	Graduation Standards
Mississippi	1 Algebra , 1 Geometry	Biology
Missouri	-	-
Montana	-	-
Nebraska	-	-
Nevada	-	-
New Hampshire	-	-
New Jersey	Local district Board of Ed.	Local district Board of Ed.
New Mexico	-	One with laboratory
New York		
North Carolina	Algebra I	Biology and a Physical Science course
North Dakota	-	-
Ohio	-	-
Oklahoma(1)	3 units or sets of competencies	2 units or sets of competencies
Oregon		-
Pennsylvania	Standards-based system - LEA identifies grad. req.	Standards-based system - LEA identifies grad. req.
Rhode Island	-	2 units of laboratory science for college-bound students
South Carolina	-	-
South Dakota	-	-
Tennessee	Algebra I	-
Texas	Algebra I	One of 2 credits in Biology, Chemistry, or Physics
Utah	2 units (Algebra 1, Geometry or Applied Math I & II)	2 units (1 Biological, 1 Physical)
Vermont	-	-
Virginia	3 credits at or above Algebra 1	3 credits in minimum of 2 fields: Earth Sciences, Biology, Chemistry, or Physics
Washington		
West Virginia	Algebra 1 and one course above	Coordinated and Thematic Science, grade 9 and 10, and one course above
Wisconsin	-	-
Wyoming	-	-
Total states	**16 -- Math Courses**	**20 -- Science Courses**

Notes: (1) Requirements for 2002-03 graduates.
"-" Indicates that a state does not have a requirement in this category.

Source: State Departments of Education, CCSSO Policies and Practices Survey, 2000.
Council of Chief State School Officers, State Education Assessment Center, Washington, DC.

Table 10

State Course Credit Requirements for High School Graduation: Health, Physical Education, Foreign Language, 2000

STATE	Health	Physical Ed.	Foreign Language
Alabama	.5	1	2 (adv. acad. endorsement)
Alaska	1 Health/PE	-	-
Arizona			
Arkansas	-	-	-
California	-	-	1 yr. (or 1 yr. Art)
Colorado	-	-	-
Connecticut	-	1	-
Delaware	.5	.5	-
DoDEA	.5	.5	2
Florida	.5	1	-
Georgia	.5	.5	2 (college prep dip.)
Hawaii	.5	1	up to 2 (1)
Idaho	.5	1	-
Illinois			
Indiana	1	1	-
Iowa		1	-
Kansas	.5	.5	-
Kentucky	.5	.5	-
Louisiana	.5	1.5	-
Maine	.5	1	2
Maryland	.5	.5	2 (or 2 adv. tech.)
Massachusetts	-	required	-
Michigan	-	-	-
Minnesota	-	-	-
Mississippi	.5		-
Missouri		1	-
Montana	- 1 HE/PE -		2
Nebraska	-	-	-
Nevada	0.5	2	-
New Hampshire	-	-	-
New Jersey	1.88	1.88	2
New Mexico	-	1	-
New York			
North Carolina	1 Health/PE	combined with health	-
North Dakota	-	1	-
Ohio	.5	.5	-
Oklahoma	-	-	-
Oregon	1	1	-
Pennsylvania	standards-based - LEA req.	standards-based - LEA req.	standards-based - LEA req.
Rhode Island	-	-	-
South Carolina	-	1	-
South Dakota	-	-	-
Tennessee	.5	.5	-
Texas	.5	1.5	-
Utah	2	-	2
Vermont	-	-	-
Virginia	- 2 total -		-
Washington			-
West Virginia	1	1	-
Wisconsin	.5	1.5	-
Wyoming	-	-	-
Total	**25**	**28**	**9**

Notes: "-" State has no requirement in this category.

(1) 2 credits req. in either For. Lang., Performing/Fine Arts or Voc. Ed.

Source: State Departments of Education, CCSSO Policies and Practices Survey, 2000.
Council of Chief State School Officers, State Education Assessment Center, Washington, DC.

Table 11

Advanced Diploma: State Course Credit Requirements for High School Graduation in Academic Subjects, 2000

STATE	Math	Science	English	Social Studies	Arts	Foreign Language	Total Credits (core subjects & elec.)
Alabama	4	4	4	4	0.5	2	24
California	2	2	3	3	- 1 in either -		13
Georgia	3	3	4	3	1	2	
Hawaii							
Recognition Diploma	3	3	4	4	2 in either or voc. ed.		24
Indiana							
Academic Honors	4	3	4	3	2	3-4	47
Kentucky							
Commonwealth Diploma	meet minimum req., plus 4 Adv. Placement (AP) or Int'l BA (IB) courses, plus take 3 AP exams						
Louisiana							
Scholars & Regents	4	3	4	3	1	2 (same)	24
Maryland							
Certificate of Merit	12 credits in advanced instruction						
Missouri	3	3	4	3	1	-	24
Nevada	3	3	4	3	1	-	24
New York (1996)	2	2	4	4	-	-	
Ohio	meet 7 out of 8 criteria (Honors program)						
Oklahoma[1]							
Diploma of Honor	3	n/a	4	3	2	Tech .5	24
Rhode Island	3	2	4	2	0.5	2	
Tennessee							
Honors (univ. path)	3	3	4	3	1	2	20
Honors (tech. path)	3	3	4	3			20
Texas	3	2	4	2.5	1	2	
Virginia	4	4	4	4	1	3	24
Total 17 Advanced Diploma States							

Notes: "Credits": semester credits unless otherwise specified

(1) OK: Certificate of Distinction replaced with requirements for Diploma of Honor, effective graduating class of 2003

Source: State Departments of Education, CCSSO Policies and Practices Survey, 2000.
Council of Chief State School Officers, State Education Assessment Center, Washington, DC.

Table 12

High School Exit Exam Requirement, 2000

State	Required Exit Exam	Name of Assessment
Alabama	Y	High School Basic Skills Exam & HS Graduation Exam
Alaska	D	AK High School Qualifying Examination (effective 2002).
Arizona	D	AZ's Instrument to Measure Standards (AIMS) will test standards in reading, writing, and math.
Arkansas	—	
California	D	Exit exam begins spring 2001 (graduating class of 2004)
Colorado	—	
Connecticut	—	Students receive certification of mastery on HS transcripts from CT Academic Perf. Test
Delaware	—	
DoDEA	—	
Florida	Y	High school competency test
Georgia	Y	GA High School Graduation Tests
Hawaii	Y	HI State Test of Essential Competencies (16 Competencies).
Idaho	—	
Illinois	D	Prairie State Achievement Examination for grade 11 students (begins 2001).
Indiana	Y	Tests competence in applied and basic skills in math and English/lang. arts.
Iowa	—	
Kansas	—	
Kentucky	—	
Louisiana	Y	Exams in math, English, science, social studies. (New exam LEAP 21 in M, E/La begins 2001).
Maine	D	Developing
Maryland	Y	Functional Skills Test in math, reading, writing, citizenship. (New content area exams field tested in 1999/2000)
Massachusetts	D	MA Comprehensive Assessment System in math and English (req. class of 2003).
Michigan	—	Tests in math, reading, writing, science to endorse local HS transcripts.
Minnesota	Y	Basic Standards tests in math, reading, written composition, and demonstrate knowledge in 10 learning areas (req. 2001)
Mississippi	Y	Functional Literacy Exam (under revision).
Missouri	—	
Montana	—	
Nebraska	—	
Nevada	Y	NV High School Proficiency Exam (developing test based on standards).
New Hampshire	—	
New Jersey	Y	Grade 11 High School Profiency Test
New Mexico	Y	High School Competency Exam in grade 10.
New York	Y	Regents exams required in content areas.
North Carolina	Y	NC Competency Tests in math and reading; NC Computer Skills Tests. (New exam 2002)
North Dakota	—	
Ohio	Y	State Proficiency Tests in English, math, science, social studies.
Oklahoma	D	Content area tests begin 2000-01.
Oregon	D	Performance Based Admission System (2001-02).
Pennsylvania	—	
Rhode Island	—	
South Carolina	Y	Basic Skills Assessment Program.
South Dakota	—	
Tennessee	Y	Competency Test in math and language arts.
Texas	Y	TX Assessment of Academic Skills in math and English/lang. arts (new tests by 2002/03)
Utah	D	High school competency test
Vermont	—	
Virginia	Y	Standards of Learning exams in math, English, science and history (class of '01).
Washington	—	
West Virginia	—	Norm-ref test scores provides warranty for students entering workforce or higher education.
Wisconsin	—	
Wyoming	—	
TOTAL States	**19 = Y**	

Note: Y = Yes, required exit exam for graduation, D = Developing

Source: State Student Assessment Program Database, 1998-99 school year, CCSSO.
Council of Chief State School Officers, State Education Assessment Center, Washington, DC.

CONTENT STANDARDS

State Content Standards in Academic Subjects .....Table 13

In the 1990s, almost all states established statewide content standards documents that set out the statewide goals for what students should know and be able to do in core academic subjects in K-12 education. The standards are typically intended to provide the basis for state and local decisions on curriculum, texts, instructional materials, student assessments, teacher preparation and professional development, and other components of programs of instruction.

As of 2000, forty states have content standards in the four core subjects: English/Language Arts, Mathematics, Science, and Social Studies/History. The number of states with completed content standards has increased significantly since 1995, when only 18 states had standards in these four subjects.

	States with Content Standards		
Subject	**1995**	**1998**	**2000**
English/Language Arts	20	37	49
Mathematics	25	42	49
Science	23	41	46
Social Studies/History	20	40	46

Questions concerning standards in the four areas of Arts, Foreign Language, Health, and Physical Education were added to the state survey in 1998. The data show that, as of 2000, a majority of states have standards in place for these subjects, and that increases have occurred in each area over the two years.

	States with Content Standards	
Subject	**1998**	**2000**
Arts	35	36
Foreign Language	25	30
Health	28	34
Physical Education	25	30

Some of the other subjects listed by one or more states as other areas where content standards were complete are: Civics, Computer Science and Technology, Economics, Government and Citizenship, Reading, Vocational and Technical Education, and Writing.

[Further information on state standards and frameworks is found in several CCSSO reports: Blank, et. al., (1997) *Mathematics and Science Content Standards and Curriculum Frameworks*; CCSSO State Leadership Center (2000) *Status Report, State Systemic Education Improvements.*]

Policies on Textbooks and Standards .....**Table 14**

A total of 21 states reported a state policy regarding textbooks and curriculum materials for classrooms, as of Spring 2000. Among the total, 11 have a state policy defining state selection of textbooks and materials to be used, and another 10 recommend texts or materials to the local districts. Policies across the states have changed very little in the past decade. In 1992, thirteen states had a *selection* policy, and nine states had a policy on *recommendation*.

Some notable state policies on textbooks and standards include: Alaska and New Jersey, where the decision is up to the local boards; and the state of Nevada, which *reviews* the textbooks and materials. Hawaii reported that school selections must meet students' learning needs. In 2000, twenty of the 21 states with a policy use their state content standards to select or recommend the curriculum materials, the same as in 1998. Content standards for all of these states cover at least the areas of English/Language Arts, Mathematics, Science, and Social Studies.

Policy Linking Professional Development with Content Standards .....**Table 15**

Beginning with the 1998 survey, states were asked about policies that linked teacher professional development and content standards for student learning. As of 2000, twenty-one states recognize the importance of this connection. This number has tripled from those reporting a policy in 1998.

Currently, three states and DoDEA have policies under development. The data indicate that states are increasingly restructuring their professional development programs to ensure alignment with the K-12 content standards. Indications of state attention to professional development and content standards linkage can be found, for example, in Indiana's language: "schools are required to develop and implement professional development programs tied to student needs and aligned with standards and state tests."

Table 13

Status of State Content Standards in Academic Subjects, 2000

STATE	Content Standards Complete	Content Standards Under Development/Revision
Alabama	M, E/LA, SSt, AR, FL, HE, PE, Computer App.	S
Alaska	M, S, E/LA, H, AR, FL, HE, Geog., Govt. & Citizenship	
Arizona (1994)	M, S, LA, SSt	AR, FL, HE
Arkansas	H/SSt, AR, FL, HE/PE; M, S, LA (1999)	M, E/LA (rev.)
California	M, S, E/LA, SSt	AR, FL, HE, PE
Colorado	M, S, H, LA, Geog., AR, FL, PE	
Connecticut	M, S, E/LA, SSt, AR, FL, HE, PE	
Delaware	M, S, E/LA, SSt, AR, FL	HE, PE
DoDEA	M, S, E/LA, SSt, AR, FL, HE, PE	
Florida	M, S, LA, SSt, AR, FL, HE/PE	
Georgia	M, S, E/LA, SSt (1999)	M, S, LA, SSt
Hawaii	M, S, E/LA, SSt, AR, FL, HE, PE	
Idaho	M, S, LA, SSt, HE (K-12)	Humanities (9-12)
Illinois (1998)	M, S, E/LA, SSt, AR, FL, HE, PE	
Indiana	M, E/LA, SSt (1999)	M, S, E/LA, SSt, AR, FL, PE
Iowa		
Kansas	M, S, LA, SSt, AR, HE, PE	
Kentucky	M, S, SSt, AR, Prac. Living (inc. HE, PE), Voc. Studies, Writ., Read.	
Louisiana	M, E/LA; S, SSt (1999)	S, SSt
Maine	M, S, E/LA, SSt, AR, FL, HE, PE	
Maryland	M, S, E/LA, SSt, AR, FL, HE, PE	
Massachusetts	H/SSt, AR, FL, HE, PE; M, S, E (1999)	M, S, E
Michigan	M, S, E/LA, SSt, AR, FL, HE, PE	
Minnesota	M, S, LA, SSt, AR, FL, HE, PE	
Mississippi	M, S, LA, SSt, AR, HE/PE	
Missouri	M, S, LA, SSt, AR, HE, PE	
Montana	M, S, E/LA, SSt, AR, FL, HE, PE	
Nebraska	M, S, SSt, Reading/Writ (1999)	M, S, E/LA, SSt
Nevada	M, S, E/LA, SSt, AR, FL, HE, PE, Comp. Sci & Tech.	
New Hampshire	M, S, E/LA, SSt	AR
New Jersey	M, S, LA, SSt	AR, HE, PE
New Mexico	M, S, LA, SSt, AR, FL, HE, PE	
New York (1996)	M/S, E/LA, SSt, HE/PE	
North Carolina	M, S, E/LA, FL, HE, PE, Voc & Tech ed.	SSt, AR (rev.)
North Dakota	M, S, E/LA, AR, HE, PE	SSt, FL
Ohio	M, S, LA, SSt, AR, FL	HE, PE
Oklahoma	M, S, SSt, AR, FL, HE, PE	
Oregon	M, S, E, H, AR, FL, Civ., Geog., Eco.	PE
Pennsylvania	M, E/LA	S, H/SSt, AR, FL, HE, PE
Rhode Island	M, S, E/LA, AR, HE	
South Carolina	M, S, E/LA, SSt, AR, HE, FL, PE	
South Dakota	M, S, E/LA, SSt, AR, FL, HE, PE	
Tennessee	M, S, E, SSt, AR, FL, HE, PE	
Texas	M, S, E/LA, SSt, AR, FL, HE, PE	
Utah	M, S, E, SSt, AR, FL, HE, PE	
Vermont	M/S, LA, AR, H/SSt	
Virginia	M, S, E, H/SSt, AR, FL	HE, PE
Washington (1998)	M, S, LA, SSt, AR, HE	
West Virginia	M, S, SSt, AR, FL, HE, PE	E/LA (rev.)
Wisconsin	M, S, E/LA, SSt, AR, FL, HE, PE	E/LA
Wyoming	M, S, E/LA, SSt, FL, HE, PE	AR, Career/Voc. Ed.
Total states	**49 M 49 E/LA 46 S 46 SSt**	

Notes: M = Mathematics, S = Science, E = English, LA = Language Arts, H = History, SSt = Social Studies, AR = Arts, Visual & Performing, Fine Arts, FL = Foreign Lang, HE = Health Ed., PE = Physical Ed.

Source: State Departments of Education, CCSSO Policies and Practices Survey, 2000.
Council of Chief State School Officers, State Education Assessment Center, Washington, DC.

Table 14

State Policies on Textbooks and Standards, 2000

Question: Does your state have a policy by which the state ***selects*** textbooks or curriculum materials, or ***recommends*** textbooks or curriculum materials?

State	State Policy	Use State Content Standards	Subject Areas	Grades
Alabama	Select/Rcmnd	Yes	E/LA, M, S, SSt, AR, FL, HE, PE	K-12
Alaska	Local board			
Arizona				
Arkansas	Yes	Yes	E/LA, M, S, SSt, HE, PE, Fine Arts	
California	Select	Yes	E/LA, M, S, SSt, AR, FL, HE	K-8
Colorado	No			
Connecticut	No			
Delaware	No			
DoDEA	Select/Rcmnd	Yes	E/LA, M, S, SSt, AR, FL, HE, PE	Varies by subj.
Florida	Select	Yes	E/LA, M, S, SSt, AR, FL, HE, PE, Voc. areas	K-12 (all)
Georgia				
Hawaii	Other			
Idaho	Recommend	Yes	E/LA, M, S, SSt, AR, FL, HE, PE	K-12
Illinois (1998)	Select			
Indiana	Recommend	Yes	E/LA, M, S, SSt, AR, FL, HE	1-2, 7-12 (FL)
Iowa	No			
Kansas	No			
Kentucky	Yes	Yes	E/LA, M, S, SSt, AR, FL, HE/PE, Voc. Ed.	P-12
Louisiana	Recommend	Yes	E/LA, M, S, SSt	Varies by subj.
Maine	No			
Maryland	No			
Massachusetts	No			
Michigan	No			
Minnesota	No			
Mississippi	Select	Yes	E/LA, M, S, SSt, AR, FL, HE, PE	K-12
Missouri	No			
Montana	No			
Nebraska	No			
Nevada	State Review	Yes	E/LA, M, S, SSt, AR, FL, HE	K-12
New Hampshire	No			
New Jersey	Local decision			
New Mexico	Select/Rcmnd	Yes	E/LA, M, S, SSt, AR, FL, HE, PE	K-12
New York				
North Carolina	Recommend	Yes	E/LA, M, S, SSt, AR, FL, HE	K-12
North Dakota	No			
Ohio	No			
Oklahoma	Select	Yes	E/LA, M, S, SSt, AR, FL, HE, PE	K-12, 1-12
Oregon	Select	Yes	E/LA, M, S, SSt, AR, FL, HE, PE	Varies by subj.
Pennsylvania	No			
Rhode Island	No			
South Carolina	Select	Yes	E/LA, M, S, SSt, AR, FL, HE, PE	K-12
South Dakota	No			
Tennessee	Select	Yes	E/LA, M, S, SSt, AR, FL, HE, PE	K-12
Texas	Select	Yes	E/LA, M, S, SSt, AR, FL, HE, PE	K-12
Utah	Recommend	Yes	E/LA, M, S, SSt, AR, FL, HE, PE	K-12, 7-12
Vermont	No			
Virginia	Recommend	Yes	E/LA, M, S, SSt, FL	K-12
Washington (1998)	No			
West Virginia	Recommend	Yes	E/LA, M, S, SSt, AR, FL, HE, PE	K-12
Wisconsin	No			
Wyoming	No			
Total states	**11 Select**	**10 Recommend**		

Table 14 (continued)

Notes:
No = No policy
Select = State SELECTS texts/materials
Recommend = State RECOMMENDS texts/materials

E/LA = English/Language Arts
M = Mathematics
S = Science
SSt = Social Studies/History

AR = Arts
FL = Foreign Lang.
HE = Health Ed.
PE = Physical Ed.

Alabama: Multiple choices for local selection

California: "Select list" means evaluation criteria based on the content standards/frameworks are used to "select" what materials will be adopted by the State Board of Education and recommended to school districts

Hawaii: School selections must meet learning needs of students

Illinois: Secular Textbook Loan Program: If a school district receives program it must purchase materials from a list compiled by the State Board of Education

Oklahoma: State Textbook List, from which 80% of allocated textbook funds must be spent

Oregon: Social Studies/History = Economics, Civics, Geography

Tennessee: State adopts an approved list then local board may choose from approved list in order to get state funds

Source: State Departments of Education, CCSSO Policies and Practices Survey, 2000.
Council of Chief State School Officers, State Education Assessment Center, Washington, DC.

Table 15

State Policy Linking Professional Development with Content Standards, 2000

Question: Does your state have a policy that links or aligns teacher professional development programs with state content standards?

Alaska	The commissioner approves the number of district inservice days (up to 10) they intend to use during the school year. Districts are required to show the link between the inservice topics and the Alaska teacher standards. Those Those data will be used to develop technical assistance plans for schools designated as low-performing.
Florida	Statewide training programs in Classroom Managed Assessments and Connections: A Curriculum System for School Restructuring are being revised and updated to reflect changes in statewide curriculum assessment initiatives.
Idaho	Professional development required for elementary teachers and administrators in reading instruction; all teachers and administrators in basic technology competency; elementary reading standards and technology standards K-12 required.
Illinois (1998)	Schools required state to redesign the teacher certification system by 1/1/99. Changes in teacher prepatory programs will be aligned with the Illinois Learning Standards.
Indiana	Schools required to develop & implement professional development programs tied to student needs and aligned with standards and state tests. First year 2002-03.
Kansas	State in-service fund allowed to pay for noncontractual staff development.
Kentucky	Revised state statute established statewide professional development program for certified personnel (1999-2000).
Nebraska	No formal policy; federal Goals 2000 & Eisenhower program funds are targeted for professional development on content standards.
Nevada	The 1999 Nevada State Legislature appropriated funds and mandated the development of four regional Professional Development Programs. The primary purpose of the PDPs is to provide teachers and administrators development opportunities designed to meet the challenge of implementing standards.
New Mexico	Funding via 1999 legislature developed frameworks for professional development.
Ohio	Individual professional development plan for certification renewal or upgrade are sent to Local Professional Development Committee who reviews and approves the plan.
Oklahoma	Reading Sufficiency Act funds professional development in elementary reading. Professional development is aligned with the state-mandated curriculum: Priority Academic Student Skills (PASS).
Pennsylvania	Act 48 requires increased professional development of professional staff over five-year period to maintain active certification.
South Carolina	Education Accountability Act funds are provided to support professional development on curriculum standards implementation. All professional development on curriculum and instruction is aligned with the curriculum standards.
South Dakota	Local course guidelines must be implemented that are aligned with state standards in four areas: Math, Language Arts; Social Studies and Science. State provides eight days of staff development to teams from a district to assist assist them in this endeavor.
Tennessee	Policies related to school improvement and end of course testing require alignment of content standards and professional development.
Texas	State promotes the alignment of professional development programs for teachers with state K-12 content standards through Centers for Educator Development. These centers, for every curriculum area, have been established to provide educators with a thorough knowledge of state's content standards, increase educators' access to high quality teaching modes, and establish coordinated system of educator development to improve student learning and achievement. Various training initiatives like kindergarten and first grade training academies are funded.
Vermont	State has developed a statewide professional development system with five regional Teacher Quality Network sites to support local staff development.
Virginia	Language in the Appropriations Act, being considered by the General Assembly, would provide 100% state funding for professional development aligned with the K-12 content standards.
West Virginia	Current law requires that 12 of the 18 required hours in professional development be directly related to the professional's job placement. For teachers, this would be content specific.
Wisconsin	Re-design of teacher licensing requirements.

Developing a Policy

DoDEA

Louisiana

Montana

Oregon

Source: State Departments of Education, CCSSO Policies and Practices Survey, 2000.
Council of Chief State School Officers, State Education Assessment Center, Washington, DC.

TEACHER PREPARATION AND LICENSURE

State Standards for Teacher Licensure .....Table 16

As of 2000, forty-two states and DoDEA license or certify their teachers based on state-approved teacher standards. The eight-state increase since 1998 at the state policy level reveals increasing state efforts to ensure quality education through approving standards that help define the content knowledge and skills needed by teachers.

Trends:	**1998**	**2000**
Teacher standards in place	34	42
Developing standards/proposed	5	4

Arkansas and Kansas were developing standards in 2000, while Indiana's will become effective in 2002. Virginia will have standards proposed by Fall 2002. Several states listed the fields specific to the standards and included elementary and middle grades education in addition to English/Language Arts, Math, Science, Social Studies, Arts and Foreign Language. All of the state standards, with the exception of Iowa, New Hampshire, North Dakota, and South Dakota, apply to *all fields*.

Thirty states standards are based on the Interstate New Teacher Assessment and Standards Consortium (INTASC) standards, while Maine reported their standards as *consistent* with INTASC's.

Professional Development Requirements for Teacher License Renewal .....Table 17

In 2000, forty-seven states have a policy specifying requirements for professional development to renew teacher licenses. The list shows that a majority of states require six semester credit hours of professional development, and a majority of these require them every five years. Nebraska requires six hours every seven years, and North Dakota requires four hours every five years.

Updates of policies since 1998 include:

- Hawaii: program emphasizes application of training in classroom with students rather than contact time in class
- New Jersey: 100 hours of professional development every 5 years
- Texas: continuing professional education requires 150 clock hours every 5 years to renew standard teacher certification

Thirteen states submitted changes or updates to their policies including Massachusetts, which now requires a focus on academic studies/content knowledge, and New Hampshire, which will increase its requirement to 75 hours effective 2002 – a 50 percent increase over the current requirement. The number of states with policies in 2000 represents a three-state increase since 1998.

Trends:	1992	1995	1998	2000
States requiring professional development	41	42	44	47

States Requiring Teacher Assessment for New License .....Table 18

State-mandated assessments of new teacher knowledge and skills continue to increase as an area of state policy setting. In 2000, forty-four states reported having a written test policy. This compares to 37 reported in 1998. Additionally, in 2000:

- 39 states require assessment of Basic Skills of teachers
- 30 states require a test of Subject Matter Knowledge in the field of teaching license
- 28 states require a test of Professional Knowledge of teaching

Twenty states use all three forms of assessment, and 12 use two of these assessment methods. The most frequently used tests are Praxis I and II.

The Performance Assessment portion of the table identifies 14 states with the portfolio and 19 states with the classroom observation forms of assessment. Several states including Florida, Louisiana, North Carolina, South Carolina, and Vermont use both forms of the performance assessment. Arkansas, Massachusetts, and Pennsylvania's assessments are under development, while assessments are *pending* in California.

Trends:	1995	1998	2000
Written Test	41	37	44
Performance Assessment	9	17	23

State Requirements in Core Fields for Elementary, Middle Grades and Secondary Teacher License .....Tables 19, 20, 21

The requirements listed focus on content area preparation, and not on other requirements teachers must complete for the license or certification.

For **Elementary** teacher license/certification (table 20) states require preparation in academic subjects under one of five different policy arrangements:

a) Minimum credits in core fields as defined by state
b) Total number of course credits across five to eight fields
c) State-defined standards
d) Minimum credits in one field
e) Approved teacher education program

At the **Middle Grades** level (table 21), states require preparation in subjects in one of three ways: major or minor in subject; specific credits in subject; standards-based. A total of 37 states grant a middle grades teacher license, as compared to 30 states in 1995.

For **Secondary** teacher license/certification (table 22), state policies on subject content preparation are defined in several ways: major or minor; specific credits; standards-based; courses defined by higher education institutions.

College Major in Specific Academic Field .....**Table 22**

In 2000, nineteen states reported having a policy requiring a major in the subject content field of teaching, while another 13 states require either a major or minor in the field. In most states, the requirement applies to teachers applying for secondary certification, which usually covers grades 7-12.

Trends:	**1995**	**1998**	**2000**
Major in content field	19	21	19
Major/minor in content field	9	10	13

Many states have moved their policies on teacher licensure toward requiring teachers to have more subject knowledge preparation in the field they will be teaching. In the 1990s, states established policies that require new teachers to have an undergraduate or graduate major in their chosen teaching field. These states are acting to prevent a path to teaching with a bachelor's degree in education but without a major in a particular subject area.

The 2000 totals reveal a slight decrease in number of majors since 1998, when CCSSO found that 21 states required a major in the field of teaching, and a slight increase from 10 states which required a major or minor in the teaching field two years ago.

Table 16

State Standards for Teacher Licensure, 2000

Question: Does your state license, or certify, teachers based on state standards for teachers?

STATE	Teacher Standards/ Date Approved	Standards apply to ALL fields	Standards specific to fields	Based on INTASC standards
Alabama	Jan-97	Yes	E/LA, M, SSt, S, AR, FL, El Ed, M Ed, O	Yes
Alaska	1994	Yes		Yes
Arizona	—			
Arkansas	---Developing---			
California	Various dates by field	Yes	E/LA, M, SSt, S, AR, FL, El Ed, M Ed, O	No
Colorado	Jan-00	Yes	O	No
Connecticut	Effective July-03	Yes	E/LA, M, SSt, S, AR, FL, El Ed, M Ed, O	Yes
Delaware	Jan-98	Yes		Yes
DoDEA	App. 1985; Amnd. '86; '88	Yes	E/LA, M, SSt, S, AR, FL, El Ed, M Ed, O	No
Florida	Jul-00	Yes		
Georgia	1999	Yes	Early Childhood Ed., M Ed	Yes
Hawaii	2000	Yes	O	Yes
Idaho	Sep-00	Yes		Yes
Illinois (1998)	---Developing---	Yes	Core standards and teaching fields	Yes
Indiana	1999; Effective 2002	Yes	E/LA, M, S, SSt, AR, FL, El Ed, M Ed	Yes
Iowa	Fall 1998; Effective 2001		Early Childhood	Yes
Kansas	---Developing---	Yes		Yes
Kentucky	Revised May-99	Yes	ISTE Standard for Technology	Yes
Louisiana	Have	Yes	Apply to all fields; E/LA & M (under rev.)	Yes
Maine	Have	Yes		Consistent
Maryland	Nov-95	Yes		Yes
Massachusetts	October 2000 vote	Yes	E/LA, M, SSt, S, AR, FL, El Ed, M Ed, O	No
Michigan	1999-2000	Yes	E/LA, M, M Ed, O	Yes
Minnesota	April-99	Yes	E/LA, M, SSt, S, AR, FL, El Ed, M Ed, O	Yes
Mississippi	1997	Yes		No
Missouri	Feb-97	Yes		Yes
Montana	Sep-00	Yes		
Nebraska	May-99	Yes	Rule 24: specific fields	No
Nevada	—			
New Hampshire	Every 3 years	No	E/LA, M, SSt, S, AR, FL, El Ed, M Ed, O	No
New Jersey	1985	Yes		No
New Mexico	July-00 alternative licensure	Yes	E/LA, M, SSt, S, AR, FL, El Ed, M Ed, O	Yes
New York	—			
North Carolina	May-98	Yes	All teaching fields	Yes
North Dakota	For Teacher Education		Apply to teacher education	Yes
Ohio	App. 1996; Implem. 1998	Yes	E/LA, M, SSt, S, AR, FL, M Ed, O	Yes
Oklahoma	1997	Yes	E/LA, M, SSt, S, AR, FL, El Ed, M Ed, O	Yes
Oregon	Jan-99	Yes	E/LA, M, SSt, S, AR, FL, El Ed, M Ed, O	No
Pennsylvania	2000	Yes	E/LA, M, SSt, S, AR, FL, El Ed, O	No
Rhode Island	Oct-99	Yes	Middle grades ed.	No
South Carolina	—			Yes
South Dakota	Sep-00	No	E/LA, M, SSt, S, AR, FL, El Ed, M Ed	Yes
Tennessee	For Teacher Education	Yes		Yes
Texas	May-00	Yes	E/LA, M, SSt, S, El Ed, M Ed (AR&FL rev)	Yes
Utah	Jul-00	Yes	NCATE & INTASC	Yes
Vermont	Revised 1999	Yes		Yes
Virginia	Proposed standards by Fall '02	Yes	SSt	No
Washington (1998)	1997-98	Yes		Yes
West Virginia	Jan-00	Yes	E/LA, M, SSt, S, AR, FL, El Ed, M Ed, O	No
Wisconsin	Jan-00	Yes		Yes
Wyoming	1988	Yes		No
Total states	**46 Teacher Standards (42 in place, 4 in development)**			

Table 16 (continued)

Notes:
Approved = Yes, teacher standards approved; date approved by state board
Developing = Yes, standards in draft or developing
INTASC = Interstate New Teacher Assessment and Support Consortium

E/LA = English/Language Arts
M = Mathematics
SSt = Social Studies
S = Science
AR = Arts

FL = Foreign Language
El Ed=Elementary Education
M Ed = Middle Grades Ed.
O = Other
— = None

Source: State Departments of Education, CCSSO Policies and Practices Survey, 2000.
Council of Chief State School Officers, State Education Assessment Center, Washington, DC.

Table 17

Professional Development Requirements for Teacher License Renewal/Recertification, 2000

STATE		STATE	
Alabama	5 CEUs prof. dev. and 3 years experience or 6 semester credits	Mississippi	10 CEUs or 5 CEUs and 3 semester hours or 6 semester hours every 5 years
Alaska	6 semester cr., 3 in upper division or graduate levels	Missouri	6 semester cr.; 30 clock hours of inservice, and 3 years teaching experience
Arizona	180 clock hours of prof. growth every 6 years	Montana	60 renewal units; class. 2 must include college course work
Arkansas	6 semester cr. & NTE sub-area exam passing scores	Nebraska	2 years experience, or 6 semester cr. every 7 years
California	150 clock hours in an individual program of professional development every 5 years	Nevada	6 semester cr. every 5 years
		New Hampshire	50 clock hours; 75 clock hours (effective 2002).
Colorado	Portfolio no longer required. Six semester hours or 90 clock hours of professional development every five years.	New Jersey	100 hours of professional development every 5 years
		New Mexico	—
Connecticut	90 contract hours of continuing education activities (9 CEUs) or 6 graduate level credits in each five-year period. For early child/elem. teachers, 15 credits reading. For elem/middle teachers, 15 credits use of computers over 5-year period.	New York	—
		North Carolina	15 credits every 5 years (3 credits must be in technology)
		North Dakota	4 semester cr. every 5 years
		Ohio	Every five years, six semester hours or 180 contact hours CEUs or equivalent activities
Delaware	6 semester cr. refresher every 5 years or 3 years full-time teaching during 5-year period	Oklahoma	75 staff development hours or 5 semester credits
		Oregon	125 Continuing Professional Development units every five years (January 2002)
DoDEA	6 semester cr. every 6 years—3 of 6 must apply to current teaching category	Pennsylvania	Increased levels of on-going professional development to maintain current certificate.
Florida	6 semester cr. every 5 years or 120 staff dev. units		
Georgia	6 semester cr. or 10 staff development units every 5 years	Rhode Island	9 sem cr per 5 years; or successful completion of individual professional development plans (2002).
Hawaii	New professional development credit program emphasizes application of training in the classroom with students rather than contact time in class	South Carolina	6 hours of certificate renewal credit every 5 years in content area
		South Dakota	Combination of 6 semester credits, department renewal credit, and CEUs every 5 years
Idaho	6 semester cr. every 5 years, 3 of which may be inservice		
Illinois (1998)	—	Tennessee	90 renewal points which may include course credits or other professional growth.
Indiana	6 sem. cr. of approv. academic credit every 5 years or 90 continuing renewal units		
Iowa	6 semester cr. every 5 years	Texas	Continuing professional education requires 150 clock hours every 5 years to renew standard teacher certification.
Kansas	8 semester cr. (B.A), 6 semester cr. (M.A) every 5 years		
Kentucky	Meet adopted standards with subsequent renewals inc. 15 sem. Hrs. of grad. Credit applicable to fifth-year program, and complete prof. dev. lan	Utah	100 professional dev. points in 5 years req. for license renewal (level 2). 100 points in 7 years for level 3 license
		Vermont	9 credits per 7 years plus successful completion of their individual Professional Development Plan.
Louisiana	State statute mandated two additional work days for staff development or school improvement for all teachers.		
		Virginia	180 professional development points every 5 years
Maine	6 semester cr. of approved study		
Maryland	6 credits during first three years to move from Standard Professional Certificate level 1 to level 2; 6 additional credits in next 7 years to move from 2 to 3; 36 credits to move to advanced Professional Certificate.	Washington (1998)	150 clock hours every 5 years
		West Virginia	6 semester crs. or MA + 30 salary classification
		Wisconsin	6 semester cr. every 5 years or 30 clock hrs professional development per 1 cr.
		Wyoming	School Accreditation Regulations require districts to show how professional development activities are related to improving student performance against the standards
Massachusetts	Focus on academic studies/content knowledge		
Michigan	6 semester cr. or 18 state board CEUs		
Minnesota	125 clock hours		

Note: "—" No State Policy for Renewal or Recertification

Source: State Departments of Education, CCSSO Policies and Practices Survey, 2000.
Council of Chief State School Officers, State Education Assessment Center, Washington, DC.

Table 18

States Requiring Teacher Assessment for New License, 2000

	WRITTEN TEST			PERFORMANCE ASSESSMENT			
STATE	**Basic Skills**	**Professional Knowledge of teaching**	**Subject Matter Knowledge**	**Portfolio**	**At what point in licensure process?**	**Classroom Observation**	**At what point in licensure process?**
Alabama	Yes	Yes	(by institution)				
Alaska	Praxis I						
Arizona (1994)							
Arkansas	PPST	Praxis II	Praxis II		— *Developing* —		
California	CBEST	RICA	MSAT, SSAT Praxis		*Pending*		
Colorado	PLACE	PLACE	PLACE	Yes	Exit preservice		
Connecticut	Praxis I-CBT	Praxis II	Praxis II	Yes	Initial 2 years	Yes	Initial 2 years
Delaware	Praxis I				Initial 2 years		
DoDEA	CS/PPST	Yes					
Florida	College-Level Academic Skills Test	Yes	Yes	Yes		Yes	
Georgia							
Hawaii	Praxis I	Praxis II	Praxis Subject Assessments				
Idaho		Praxis II (out of state)	Praxis II		Exit preservice		
Illinois (1998)	Yes						
Indiana	Praxis I -PRST	Praxis II	Praxis II	7/2001 start	Initial 2 years		
Iowa		Pilot	Pilot				
Kansas	PPST	Prof. Know./NTE					
Kentucky	ACT/SAT		Praxis II	Yes	In-prep. Prog. & internship prog.	Yes	In-prep. Prog. & internship prog.
Louisiana	Praxis I	Praxis II	Praxis II	Yes	Pilot study during 1st yr.	Yes	During 1st yr.
Maine	National Teacher Exam						
Maryland	Praxis I	Praxis II	Praxis II Subj. Assess.				
Massachusetts	Mass. Teacher Test	Mass. Teacher Test			*Under development*		
Michigan	MTTC		MTTC		— *None* —		
Minnesota	Praxis I						
Mississippi		Praxis II PLT	Praxis II Subject Area				
Missouri	College Basic Academic Subj. Exam	Praxis II Content Knowledge					
Montana	PPST/CBT						
Nebraska	PPST or CBT or CMEE				— *None* —		
Nevada	Praxis I	Praxis II	35 subject matter tests				
New Hampshire	Praxis I		Praxis II				
New Jersey			Praxis II			?yr mentoring	Prior to standard license
New Mexico	NM Assess. of Teacher Basic Skills	NM Assess. of Teacher Competency	NM Assess. of General Knowledge			Yes	Renewal lic.
New York (1996)							
North Carolina	PPST	PLT	NTE/Praxis	Yes	Initial 3 years	Yes	Initial 2 years
North Dakota	(by institution)						

Table 18 (continued)

Ohio		PLT Praxis II	PLT Praxis II			Yes	Start and end of entry yr using Praxis II
Oklahoma	Oklahoma General Education Test	Oklahoma Professional Teaching Exam	Oklahoma Subject Area Tests	Yes	Initial licensure	Yes	Teacher prep.
Oregon	CBEST	n/a	Praxis II	Yes	Perf. Assessment for con't licensure	Yes	Con't licensure
Pennsylvania	PPST	Principles of Learning & Teaching	Praxis Series		Under development		
Rhode Island	National Teacher Exam	Principles of Learning & Teaching					
South Carolina	Praxis I	PLT	Praxis II		initial 3 yrs.	Yes	Prior to issuing prof. cert. (ADEPT)
South Dakota	No						
Tennessee	Praxis I	Praxis II	Praxis II				Teacher prep.
Texas	Texas Academic Skills Program (TASP) Test	Examination for Certification of Educators in Texas (ExCET)	Examination for Certification of Educators in Texas (ExCET)			Yes	
Utah	By institution						Initial 3 years
Vermont	Praxis I	Praxis II	Praxis II	Yes	In-prep.	Yes	In-prep.
Virginia	Praxis I		Praxis II			Yes	Student teaching
Washington (1998	No					Yes	Classroom experiences
West Virginia	Praxis I	Praxis II	Praxis II			Yes	Student teaching
Wisconsin	Praxis I, PPST			Yes		Yes	
Wyoming	No						
Total States		**44 Written Test**			**23 Performance Assessment**		

Notes:
Praxis I/PPST = Pre-Professional Skills Test
Praxis II/PLT = Principles of Learning and Teaching

Alabama: Test is designed by the preparing institution to cover the content of the program

California: Professional knowledge of teaching reading

Colorado: PLACE, Liberal Arts and Sciences

DoDEA: Test of Communication Skills (CS) or Pre-Professional Skills Test (PPST) One year successful teacher experience at time of application

Illinois: Beginning January 1, 1999 the State Board of Education will design a new testing system for teachers. Assessments will be administered prior to issuing the initial certificate and prior to issuing the Standard certificate. The assessments may be performance-based.

Louisiana: Currently transitioning to PRAXIS I and PRAXIS II

North Dakota: Some ND institutions require NTE, many require the PPST. Many state institutions already require performance assessments including portfolios.

Source: State Departments of Education, CCSSO Policies and Practices Survey, 2000. Council of Chief State School Officers, State Education Assessment Center, Washington, DC.

Table 19

Elementary Teachers: State Requirements in Academic Fields for Elementary License, 2000

State	Elementary License Grades	State Requirement	Course Credits by Field				
			E/LA	M	Sci	SSt	Other
Alabama	1–6	State knowledge/ability standards					
Alaska	K–8	Institution–specific/NCATE					
Arizona	K–8		6	6	8		18 Cr./1 Subj.
Arkansas	1–6		12	9	9	12	
California		Exam or Approved program/subject					
Colorado	K–6	Approved program					
Connecticut	1–6	39 cr. in 5 of 6 areas & Major					
Delaware	K–4, 5–8		9	9	12	9	6 Arts
Dist. of Columbia	1–6	60 hours in 7 areas					
Florida		No specific state requirements					
Georgia	PreK–8	30 credits in 5 areas					
Hawaii	K–6	Approved program					
Idaho	K–8	44 cr. in 7 areas					
Illinois	K–9		12	6	12	12	
Indiana	1–6, 7/8		15				18 Cr./1 Subj.
Iowa	K–6	Major/minor in 1 field or 12 cr. interdisp.					
Kansas	K–9	Standards-based					
Kentucky	P–5		3	6		3	21 Cr./1 Subj.
Louisiana		55 cr. in gen. ed					
Maine	K–8		6	6	6	6	60 cr. total
Maryland	K–8		9	12	12	9	
Massachusetts	1–6	24 credits in 1 field					
Michigan	K–5/8	Major and minor or 3 minors					
Minnesota	1–6	Approved program					
Mississippi	K–4		12	21 (M & Sci.)		12	6 Arts
Missouri	1–8	Approved program				2	
Montana	K–8	Approved program					
Nebraska	K–8	Approved program					
Nevada	K–8	Elementary ed. degree					
New Hampshire	K–8	Courses in each subject taught					
New Jersey		30 cr. in 1 field					
New Mexico		24-36 cr. in 1 field					
New York			6	6	6	6	36 cr. in 1 field
North Carolina		Competencies by subject					
North Dakota	1–8	No specific state requirements					
Ohio	1–8	20 credits in 1 field					
Oklahoma	1–8	Subject competencies/NCATE					
Oregon	PreK–9		18 qtr.	12 qtr.	9 qtr.	9 qtr.	3 qtr. H/PE, M
Pennsylvania	K–6	Approved teacher ed. program					
Puerto Rico	K–6	Not reported					
Rhode Island	1–6	Approved program					
South Carolina	1-8	Specific subject requirements					
South Dakota	K–8		7	6	4	7	
Tennessee		Approved program					
Texas	K–8	18-24 cr. in 1 field					
Utah	1–8	45 qtr/30 sem. cr. in teaching field					
Vermont	K–6	Approved program					
Virginia	PreK–3, PreK–6	Program approval standards					
Virgin Islands	K–6	36 credits in 1 field					
Washington	K–8	Subject endorsements added					
West Virginia	K–8	Competence verification in 8 fields					
Wisconsin	PreK–3, 1–6	Minor in 1 field					
Wyoming	K–8	Approved teacher ed. program					

Notes: "Credits" = semester credits, unless quarter credits specified. States also require professional education credits.
E/LA = English/Lang. Arts, M = Math, Sci = Science, SSt = Social Studies.

Source: NASDTEC Manual on the Preparation and Certification of Education Personnel, 1999-2000. Council of Chief State School Officers, State Education Assessment Center, Washington, DC.

Table 20

Middle Grades Teachers: State Requirements in Academic Fields for Middle Grades License, 2000

State	Middle Grades Certification	State Requirement	Course Credits by Field				
			E/LA	M	Sci	SSt	Other
Alabama	4-8	State knowledge/ability standards					
Alaska	6-9	Institution-specific/NCATE					
Arizona	No						
Arkansas	5-8	18 cr. in 1 field					
California	No						
Colorado	5-9	Major in subject					
Connecticut	4-8	39 cr. in 5 of 6 areas & Major					
Delaware	5-8		9	9	12	9	6 Arts
Florida	No						
Georgia	4-8	30 credits in 2 subjects					
Hawaii	No						
Idaho	No						
Illinois	5-8	18 cr. in subject assigned					
Indiana	5-9	36 cr. in subject assigned					
Iowa	No						
Kansas	5-9	Standards-Based					
Kentucky	5-9	24 cr. in each of 2 fields					
Louisiana	Yes	55 semester cr. in general education					
Maine	K-8		6	6	6	6	60 cr. total
Maryland	No						
Massachusetts	5-9	Major in 1 field (24 credits)					
Michigan	6-8	Major & minor or 3 minors					
Minnesota	5-9	Approved program & elem. or sec. license					
Mississippi	4-8	18 semester cr. in each of 2 fields					
Missouri	No						
Montana	No						
Nebraska	No						
Nevada	No						
New Hampshire	Yes	Major for teaching math, science, social studies					
New Jersey	No						
New Mexico	5-9	24 to 36 sem. cr. in 1 field, 12 in upper div.					
New York	Yes	36 semester cr. in subject					
North Carolina	6-9	18 credits in subject					
North Dakota	No						
Ohio	5-9		30	20	20	20	
Oklahoma	7-8	Subject matter competencies/NCATE					
Oregon	5-10	Major in subject					
Pennsylvania	No						
Rhode Island	No						
South Carolina	5-9	Specific subject requirements					
South Dakota	5-8		15	12	12	12	
Tennessee	5-8	Specific components					
Texas	No						
Utah	Yes	Major or minor in subject taught					
Vermont	5-8	2 academic minors (18 cr. each)					
Virginia	6-8		21	21	21	21	
Washington	No						
West Virginia	5-9	Competence on job-related objectives					
Wisconsin	5-9	Major or minor in subject taught					
Wyoming	5-9	Integrated program/competencies					

Notes: "Credits" = semester credits, unless quarter credits specified. States also require professional education credits.
E/LA = English/Lang. Arts, M = Math, Sci = Science, SSt = Social Studies.

Source: NASDTEC Manual on the Preparation and Certification of Education Personnel, 1999-2000.
Council of Chief State School Officers, State Education Assessment Center, Washington, DC.

Table 21

Secondary Teachers: State Requirements for License in English/Language Arts, Mathematics, Science, Social Studies, 2000

State	State Requirement	Course Credits by Field: E/LA	M	Sci	B, C, P, ES	SSt	H, Ec, PS, Geo
Alabama	State knowledge/ability standards						
Alaska	Institution-specific/NCATE						
Arizona	Major (24 credits)						
Arkansas	Major or minor in assigned subject						
California		45	45	60	30	45	45
Colorado	Major						
Connecticut		30	30	30	30	30	30(H)
Delaware		36	36	—	42(b,es);45(c,p)	48	—
Florida	Major (30 credits)						
Georgia	Major						
Hawaii	Major						
Idaho	Major or minor						
Illinois		32	32	32	32	—	32
Indiana		36	36	36	36	—	36
Iowa		24	24	24	24	24	15
Kansas	Standards-based						
Kentucky	Major or minor (30 credits)						
Louisiana	15-50 sem. hrs. in subject area						
Maine	Major						
Maryland	Major						
Massachusetts		36	36	36	36	—	24
Michigan	Major (36) and minor (24)						
Minnesota	Major or minor in assigned subject						
Mississippi	Credits specific to field						
Missouri		30	30	30	20	40	—
Montana		30/20	30/20	40	30/20	40	30/20
Nebraska		30	30	59	24	60	36
Nevada	Major						
New Hampshire	Major in core subjects						
New Jersey	Major in subject						
New Mexico		24-36	24-36	24-36	—	24-36	—
New York		36	36	—	36	36	—
North Carolina	Approved program/Competencies in subject						
North Dakota		30	30	—	30	—	30
Ohio		30	30	60	30	—	30
Oklahoma		24-40	24-40	24-40	24-40	24-40	24-40
Oregon	Major					—	
Pennsylvania	Approved program/Specific components						
Rhode Island		30	30	30	30	—	30
South Carolina		30	30	30	30	30	30
South Dakota		21	18	21	12(b,c,p);18(es)	24	18
Tennessee		36 qtr.	36 qtr.	48 qtr.	24 qtr.	—	24 qtr.
Texas		24	24	48	24	24	24
Utah		45 qtr.	45 qtr.	—	69(b,es);45(c,p)	69	45
Vermont	Approved program/Competency-based						
Virginia		36	36	—	32	51	—
Washington		45/24 qtr.	24 qtr.	45 qtr.	24 qtr.	45	24
West Virginia	Competence on job-related objectives						
Wisconsin		34	34	54	34	54	34
Wyoming	Approved program & major						

Notes: "—" No state requirement. 30/20 = major or minor. "Credits" = semester credits, unless quarter credits specified. States also require professional education credits. E/LA = English/Lang. Arts, M = Math, Sci = Broad Field Science, B = Biology, C = Chemistry, P = Physics, ES = Earth Science, SSt = Social Studies, H = History, Ec = Economics, PS = Pol. Sci., Geo = Geography.

Source: NASDTEC Manual on the Preparation and Certification of Education Personnel, 1999-2000.
Council of Chief State School Officers, State Education Assessment Center, Washington, DC.

Table 22

College Major in Specific Academic Field Required for State Teacher Certification/License, 2000

State	Major in Academic Field Required*	Grade Level
Alabama	State knowledge/Ability standards	K–12
Alaska	Institution-specific/NCATE	K–12
Arizona	Major/Academic subjects	Secondary
Arkansas	Major or Minor	Secondary
California	Exam or Approved Program/subject	K–12
Colorado	Major	Middle, Secondary
Connecticut	Major	K–12 (Elem: subject or interdis.)
Delaware	Major	Secondary
Florida	Major (30 sem. credits)	Secondary and select PK–12
Georgia	Major	Secondary and select PK–12
Hawaii	Major	7–12
Idaho	Major or Minor	7–12
Illinois	Major	Secondary
Indiana	Major or Minor	Secondary
Iowa	Major or Minor	Secondary
Kansas	Standards-based	K–12
Kentucky	Major or Minor	Secondary
Louisiana	Credits in subject	Secondary
Maine	Major	Secondary
Maryland	Major	Secondary
Massachusetts	Credits by subject	Middle, Secondary
Michigan	Major and Minor	Secondary
Minnesota	Major or Minor	7–12
Mississippi	Credits by subject	7–12
Missouri	Credits by subject	Secondary
Montana	Major & Minor	Secondary
Nebraska	Major	Secondary
Nevada	Major	Secondary
New Hampshire	Major	Secondary
New Jersey	Major	Secondary
New Mexico	Credits by subject	7–12
New York	Major	Secondary
North Carolina	Competencies in subject	K–12
North Dakota	Major or Minor	7–12
Ohio	Credits by subject	K–12
Oklahoma	Major or Minor	7–12
Oregon	Major	Middle, Secondary
Pennsylvania	Specific components	Secondary
Rhode Island	Credits by subject	K–12
South Carolina	Credits by subject	9–12
South Dakota	Major	Secondary
Tennessee	Credits by subject	Secondary
Texas	Major or Minor	Secondary
Utah	Major or Minor	6–12
Vermont	Competency-based	K–12
Virginia	Competencies by subject and major	9–12
Washington	Credits by subject	Secondary
West Virginia	Competence on job-related objectives	7–12
Wisconsin	Major or Minor	Middle, High
Wyoming	Major	7–12

*Major in Education only not permitted.

Source: NASDTEC Manual on the Preparation and Certification of Education Personnel, 1999-2000. Council of Chief State School Officers, State Education Assessment Center, Washington, DC.

SCHOOL LEADER/ADMINISTRATOR LICENSURE

State Standards for School Leader/Administrator Licensure .....Table 23

In 2000, forty-three states reported policies for licensing school leaders or administrators based on state standards. Six states' policies are under development or in process. Dates of approval begin in 1986 and continue through 2004. Four states (Massachusetts, Montana, Pennsylvania and South Carolina) had their standards approved in 2000.

As the table shows, almost half of all states (23) base their standards on the ISLLC standards (Interstate School Leaders Licensure Consortium–another CCSSO project). Both New Mexico and North Dakota use NCATE (National Council for Accreditation of Teacher Education) in addition to ISLLC. Oklahoma reports their standards as *partially* based on ISLLC, and Iowa plans to base theirs on ISLLC.

These numbers reflect positive change since 1998, when this area was first covered in the survey. Then, 39 states reported having leader/administrator licensure policies in place or under development, with 18 states using ISLLC's standards as a model.

State Assessment for Leader/Administrator Licensure .....Table 24

Responding to the question about states' assessment requirements for school leader/administrator license, 28 states confirmed using an assessment. Nine use Praxis, and as many states use the ISLLC assessment. In 1998, twenty-two states used an assessment.

Connecticut and Ohio use other assessments in addition to ISLLC, including Praxis and NAESP (National Assessment of Education School Principals).

Table 23

State Standards for School Leader/Administrator Licensure, 2000

Question: Does your state license school leaders or administrators based on state standards?

STATE	Leader Standards Date Approved*	Based on ISLLC standards
Alabama	Jan-97	Yes
Alaska	1997	Yes
Arizona	—	—
Arkansas	1990 (being revised)	No
California	1994	No
Colorado	1994	No
Connecticut	Effective Jul-03	Yes
Delaware	Jan-98	Yes
DoDEA	Mar-98	No
Florida	Revised 1986, 1988	No
Georgia	Revised 1999	Yes
Hawaii	Developing	Yes
Idaho	Approved	No (developing)
Illinois (1998)	Developing	Yes
Indiana	Nov. 99 (district ad. May 98 bldg ad.)	Yes
Iowa	Developing	Will be
Kansas	Developing	No
Kentucky	Jul-98	Yes
Louisiana	Jun-95	Yes
Maine	Jul-88	No
Maryland	Nov-95; Jan-98	Yes
Massachusetts	Oct-00	No
Michigan	-	No
Minnesota	-	Yes
Mississippi	Jun-91	Yes
Missouri	-	Yes
Montana	Sep-00	No
Nebraska	Approved	No
Nevada	No	—
New Hampshire	Every 10 years	No
New Jersey	Principal 1990	No
New Mexico	Revised Fall 1997	Yes, plus NCATE
New York	—	—
North Carolina	1997	Yes
North Dakota	5 years	Yes, plus NCATE
Ohio	Oct-96	Yes
Oklahoma	1997	Partial
Oregon	1999	No
Pennsylvania	Sep 2000 poss.	No
Rhode Island	Jun-98	Yes
South Carolina	Developing	Developing
South Dakota	Sep-00	No
Tennessee	1999	Yes
Texas	Jan-99	Yes
Utah	5-yr. renewal	Yes
Vermont	Revised 1999	No
Virginia	Jan-98	Yes
Washington (1998)	Jan-97	Yes
West Virginia	Dec-99	No
Wisconsin	In process for 2004	Yes
Wyoming	1988	No
Total states	**43**	

Note: *Date Approved = Yes, standards approved; date approved by state board.
Developing = Yes, draft or developing standards
— = No response
ISLLC = Interstate School Leaders Licensure Consortium
NCATE = National Council for Accreditation of Teacher Education

Iowa: Under discussion
Louisiana: Developing standards
Montana: Use state's administrative rules and criteria
North Dakota: The ESPB develops the standards for graduate and undergraduate programs including those for educational leadership, and issues licensure based on those standards.

Source: State Departments of Education, CCSSO Policies and Practices Survey, 2000.
Council of Chief State School Officers, State Education Assessment Center, Washington, DC.

Table 24

State Assessment for School Leader/Administrator Licensure, 2000

Question: For school leader/administrator licensure, does your state require an assessment?

STATE	Source/Name of Assessment
Alabama	University-designed
Alaska	ISLLC, SLLA (plan)
Arizona	--
Arkansas	Praxis I (Ed. Leadership)
California	(Planning)
Colorado	PLACE (Plan)
Connecticut	ISLLC, Praxis; Portfolio (plan), Praxis I-CBT, School Leaders Licensure Assessment Test, CT Admin Test (2003)
Delaware	Praxis
DoDEA	(Planning)
Florida	Educational Leadership Examination
Georgia	--
Hawaii	--
Idaho	Planning
Illinois (1998)	Illinois Certification Testing System
Indiana	ISLLC (pilot use in '02) , Portfolio (dev. w/ETS)
Iowa	--
Kansas	--
Kentucky	SLLA
Louisiana	NTE
Maine	Portfolio (an option)
Maryland	School Leader Licensure Assessment (principals only)
Massachusetts	None, plan performance assessment
Michigan	--
Minnesota	--
Mississippi	ETS-SLLA
Missouri	ISLLC, SLLA
Montana	--
Nebraska	--
Nevada	PRAXIS-admin.
New Hampshire	--
New Jersey	PRAXIS (ETS admin)
New Mexico	--
New York	--
North Carolina	ISLLC
North Dakota	--
Ohio	ISLLC, NAESP, NASSP, Portfolio (ISLLC/ETS)
Oklahoma	Oklahoma Subject Area Test
Oregon	PRAXIS-admin.
Pennsylvania	ISLLC
Rhode Island	Portfolio (Plan)
South Carolina	PRAXIS II - admin
South Dakota	--
Tennessee	ISLLC
Texas	ExCET for Administrators
Utah	--
Vermont	Praxis
Virginia	ISLLC (School Leaders Assessment)
Washington	
West Virginia	PRAXIS-admin.
Wisconsin	--
Wyoming	Interviews, on-site assessment
Total	**28**

Notes:
ISLLC = Interstate School Leaders Licensure Consortium
NTE = National Teachers Exam
SLLA = State Leader Licensure Exam

Source: State Departments of Education, CCSSO Policies and Practices Survey, 2000.
Council of Chief State School Officers, State Education Assessment Center, Washington, DC.

STUDENT ASSESSMENT

Growth of State Assessment Programs .....Tables 25 - 29

Results of the most recent CCSSO *Annual Survey of State Student Assessment Programs* for the 1998-99 school year show that 48 states have a statewide program in one or more subjects. Many states have administered statewide assessments of student learning since the 1970s. In the 1980s and continuing in the '90s, more states approved policies requiring statewide student testing, and the number of subjects and grades to be assessed increased. Important factors in the growth of state policies are: greater interest in accountability tied to student performance; needs for assessing learning growth related to policies and programs; and federally-funded programs linked to state assessments of learning, such as Title I and IDEA.

Trends

In 1999, forty-eight states required statewide assessments in mathematics and language arts, 33 states in science, and 29 in social studies.

	Number of States		
Trends:	**1984**	**1994**	**1999**
Language Arts, Reading, Writing	35	44	48
Mathematics	34	45	48
Science	13	30	33
Social Studies	12	27	29
Arts; Foreign Language	n/a	n/a	5; 3

Types of Exercises

Possibly the greatest changes in the nature of state student assessment programs have taken place in the 1990s, as more states have incorporated open-ended and performance exercises into their tests, moving away from reliance on only multiple-choice items. The number of states with assessments varies by types of exercises and are summarized below:

Types of Assessment Exercises, 1999

	Language Arts Reading Writing	Mathematics	Science	Social Studies
Extended Response	39	27	12	13
Short Answer	27	26	12	8
Performance	4	2	6	3
Portfolio	2	2	1	1
Enhanced multiple choice or Grid	2	5	0	0
Multiple-choice items	48	48	33	29

Most states administer standardized student assessments once per year in selected subjects and specific grades to all students. States assessed student knowledge and learning at a variety of different grades. The state-by-state information in the following five tables shows that three grades were assessed most often - grades 4, 8, 11. The tables also summarize the type of test (or more precisely how test results are scored), types of non-traditional exercises (all using multiple-choice to some extent), and the use of state-defined performance levels to report test results.

Table 25

Statewide Assessment Programs in LANGUAGE ARTS, READING, and WRITING: 1998-1999

	Name of Assessment	GRADES Lang. Arts	Reading	Writing	Type of Test	Non-traditional Exercises	Perf. Levels
Alabama	Direct Assessment of Writing			5, 7	Writ.	Perf.	4 levels
	HS Graduation Exam, 3rd ed.	10	10		CRT	-------	pass/fail
	HS Basic Skills Exit Exam	11, 12	11, 12		CRT	-------	pass/fail
	Stanford Achievement Test, 9th	3-11	3-11		NRT	-------	3 levels
Alaska	California Achievement Test	5, 7, 10	5, 7, 10		NRT	-------	
	NRT	4, 8, 11	4, 8, 11		NRT	-------	3 levels
American Samoa	Stanford Achievement Test, 9th ed.	3, 5, 7, 8, 10-12	3, 5, 7, 8, 10 12		NRT	-------	
Arizona	Stanford Achievement Test, 9th	3-12	3-12		NRT	-------	
Arkansas	CRT		4, 8	4, 8	CRT	Sh.Ans., Ext.Resp.	4 levels
	Stanford Achievement Test, 9th ed.	5, 7, 10	5, 7, 10		NRT	-------	
California	Golden State Exams		11, 12	11, 12	St. Bsd.	Sh. Ans, Ext. Resp.	4 levels
	Standardized Testing & Reporting Program	2-11	2-11		NRT	-------	
Colorado	Reading, Writing, & Math		3, 4, 7	3, 4, 7	CRT	Sh.Ans., Ext.Resp.	4 levels
Connecticut	CT Academic Perf. Test	10	10	10	CRT	Ext. Resp.	4 levels
	CT Mastery Test (CMT)	4, 6, 8	4, 6, 8	4, 6, 8	CRT	Sh. Ans.	3 levels
Delaware	DE Student Testing Prog.-Reading		3, 5, 8, 10		NRT	-------	
	DE Testing Prog. - St. Bsd. Reading & Writing		3, 5, 8, 10	3, 5, 8, 10	CRT	Sh.Ans., Ext.Resp.	5 levels
Florida	FL Writing Assessment Program			4, 8, 10	Writ.	Ext. Resp.	
	FL Comp. Assessment Test		4, 8, 10		CRT	Sh.Ans., Ext.Resp.	5 levels
	High School Competency Test		11	11	CRT	-------	pass/fail
Georgia	GA High Sch. Grad. Tests	11, 12	11, 12		CRT	-------	2 levels
	ITBS, Complete Battery		3, 5, 8		NRT	-------	
	Writing Assessments			3, 5, 8, 11	Writ.	Ext. Resp., Perf., Port.	pass/fail
Hawaii	HI State Test of Essential Competencies	10-12	10-12	10-12	CRT	Obs.	Pass
	Stanford Achieve. Test, 9th	3, 5, 7, 9	3, 5, 7, 9		NRT	Sh. Ans.	
Idaho	NRT	3-11	3-11		NRT	-------	
	Writing Assessment			4, 8, 11	Writ.	Ext. Resp.	5 levels
Illinois	ISAT-Reading, Mathematics, Writing		3, 5, 8, 10	3, 5, 8, 10	NRT/CRT	Ext. Resp.	4 levels
Indiana	Statewide Assessment	3, 6, 8, 10	3, 6, 8, 10		NRT/CRT	Sh. Ans., Ext. Resp.	2 levels
Iowa	(Local) ITBS & ITED		4, 8, 11		NRT	-------	3 levels
Kansas	KS Assessment Program		3, 7, 10	5, 8, 10	CRT	EMC	4 levels
Kentucky	Alternate Portfolio		4, 8, 12		Other	Obs., Port., Perf.	4 levels
	KCCT On-Demand		4, 7, 10	4, 7, 12	CRT	Ext. Resp.	4 levels
	National NRT		3, 6, 9		NRT	-------	
	Writing Portfolio Assessment			4, 7, 12	Writ.	Port.	4 levels
Louisiana	Graduation Exit Examination		10	10	CRT	Ext. Resp.	pass/fail
	LEAP 21 Grades 4 & 8 CRT		4, 8	4, 8	CRT	Sh. Ans., Ext. Resp.	5 levels
	NRT Program		3, 5-7, 9		NRT	-------	
Maine	ME Educational Assessment		4, 8, 11	4, 8, 11	CRT	Sh. Ans., Ext. Resp.	4 levels

Table 25 (continued)

Maryland	MD Functional Tests		6-12	6-12	CRT	Ext. Resp.	pass/fail
	MD School Perf. Assessment Program	3, 5, 8	3, 5, 8	3, 5, 8	CRT	Sh.Ans, Ext.Resp.	5 levels
Massachusetts	MA Comprehensive Assessment System	4, 8, 10			CRT	Ext. Resp.	4 levels
Michigan	MI Education Assessment Program		4, 7	5,8	CRT	Ext. Resp.	3 levels
	MEAP High School Test		11	11	CRT	Sh.Ans., Ex.Res.	4 levels
Minnesota	Basic Standards Tests		8	8	CRT	Sh. Ans.	pass/fail
	MN Comp. Assessments		3-5	3-5	CRT	Sh.Ans., Ext.Resp.	4 levels
Mississippi	Functional Literacy Exam		11	11	CRT	Ext. Resp.	pass/fail
	NRT	4-9	4-9		NRT	Sh.Ans., Ext.Resp.	
Missouri	MO Assessment Program	3, 7, 11	3, 7, 11	3, 7, 11	NRT/CRT	Sh. Ans., Ext.Resp.	5 levels
Montana	Student Assessment Req.	4, 8, 11	4, 8, 11		NRT	-------	4 levels
Nebraska	-------						
Nevada	Direct Writing Assessment			4, 8	Writ.	Ext. Resp.	5 levels
	HS Proficiency Examination		11, 12	11, 12	CRT	Ext. Resp.	5 levels
	NRT	4, 8, 10	4, 8, 10		NRT	-------	
New Hampshire	NH Educational Improvement and Assessment Program	3, 6, 10	3, 6, 10	3, 6, 10	CRT	Ext. Resp.	4 levels
New Jersey	High School Proficiency Test		11	11	CRT	Ext. Resp.	pass/fail
	Gr. 8 Proficiency Assessment	8			CRT	Ext. Resp.	3 levels
New Mexico	NM Achievement Assessment	4, 6, 8	4, 6, 8		NRT/CRT	Sh.Ans., Ext.Resp.	4 levels
	NM Hi Sch. Competency Exam	10	10	10	CRT	Sh.Ans., Ext.Resp.	pass/fail
	NM Writing Assess. Prog.			4,6,(8 opt'l)	Writ.	Ext. Resp.	2 levels
	Reading Assess., Gr.1 & 2		1, 2		(local option)	(local option)	3 levels
New York	NYS Testing Program	4, 8	4, 8	4, 8	CRT	Sh.Ans., Ext.Resp.	4 levels
	Pupil Evaluation Program (PEP)			5	CRT	Ext. Resp.	
	Regents Competency Tests		11	11	CRT	Sh.Ans., Exy.Resp.	
	Regents Examination Program	11			CRT	Ext. Resp.	4 levels
North Carolina	NC Annual Testing Program		3-9	4, 7, 10	CRT	Ext. Resp.	4 levels
	NC Competency Testing		8-12		NRT/CRT	-------	pass/fail
	NRT	5, 8	5, 8		NRT	-------	
North Dakota	TerraNova & Test of Cognitive Skills, 2nd ed.	4, 6, 8, 10	4, 6, 8, 10		NRT	Sh. Ans.	4 levels
Ohio	4th-/6th-/9tth/12th-Grade Proficiency Testing		4, 6, 9, 12	4, 6, 9, 12	CRT	Sh.Ans., Ex.Res.	3 levels
Oklahoma	ITBS - NRT Component	3, 7	3, 7		NRT	-------	
	OK Core Curric Tests		5, 8, 11		CRT	-------	2 levels
	OK Core CurricTests - Writing			5, 8, 11	Writ.	Ext. Resp.	4 levels
Oregon	Reading, Writing, and Math Assessment		3, 5, 8, 10	5, 8, 10	CRT, Write	-------	3 levels
Pennsylvania	Reading, Writing, Mathematics		5, 8, 11	6, 9	NRT	Ext. Resp.	
Puerto Rico	Prueba Puertorriquena de Competencias Escolares	3, 6, 9, 11	3, 6, 9, 11	3, 6, 9, 11	CRT	Other	3 levels

Table 25 (continued)

Rhode Island	English Lang. Arts & Math Perf. Assessment		4, 8, 10	4, 8, 10	CRT	Sh.Ans., Ext.Resp.	5 levels
	Writing Perf. Assessment			3, 7, 10	Writ.	Ext. Resp.	5 levels
South Carolina	Basis Skills Assess. Program		3, 6, 8, 10	3, 6, 8, 10	CRT	Ext. Resp.	pass/fail
	CRT - PACT	3-8			CRT	Sh. Ans., Ext.Resp.	pass/fail
	High School Exit		10-12	10-12	CRT		pass/fail
	NRT	4, 5, 7	4, 5, 7		NRT	-------	
South Dakota	Stanford Achievement Test, 9th	4, 8, 11	4, 8, 11		NRT	-------	4 levels
	Stanford Writing Assess., 3rd			5, 9	Writ.	Ext. Resp.	
Tennessee	TCAP Achievement Test	3-8	3-8		NRT	-------	3 levels
	TCAP Competency Test	9 (by 12)			CRT	Sh. Ans.	pass/fail
	TCAP Writing Assessment			4, 7, 11	Writ.	Ext. Resp.	5 levels
Texas	TX Assessment of Academic Skills	4, 8, 10-12	3-8, 10-12	4, 8, 10-12	CRT	-------	
	TX End-of-course tests						
Utah	Core Assessment CRT Program		1-6	1-6	CRT	-------	4 levels
	Core Curriculum Testing		1-12	1-12	Writ.	Ext. Resp.	
	NRT	5, 8, 11	5, 8, 11		NRT	-------	
Vermont	New Stand. Reference Exams (NSRE and VT Assmt)		2, 4, 8, 10	4, 8, 10	CRT	Sh.Ans., Ext.Resp.	5 levels
	VT Developmental Reading Assessment		2		CRT	Group perf.	5 levels
Virginia	Standards of Learning (SOL) Assessment Program	3, 5, 8, 11	3, 5, 8, 11	3, 5, 8, 11	CRT	Ext. Resp.	3 levels
	VA Literacy Testing Program		6-12	6-12	CRT	Sh. Ans., Ext.Resp.	pass/fail
	VA State Assessment NRT Program	4, 6, 9	4, 6, 9		NRT	-------	
Virgin Islands	Terra Nova Assessments Series	3, 6, 8, 11	3, 6, 8, 11		NRT	Ext. Resp.	4 levels
Washington	NRT	8	4, 8, 11	4, 8, 11	NRT	-------	
	Second Grade Reading		2		CRT	Obs.	2 levels
	WA Assessment of Student Learning	4, 7, 10	4, 7, 10	4, 7, 10	CRT	Sh.Ans., Ext.Resp.	4 levels
West Virginia	Stanford Achievement Test, 9th	3-11	3-11		NRT	-------	NA
	Writing Assessment			4, 8, 10	Writ.	Ext. resp.	
Wisconsin	WI Knowledge and Concepts of Examinations	4, 8, 10	4, 8, 10	4, 8, 10	NRT/CRT	Short. Ans., Ext. Resp., EMC	4 levels
	WI Reading Comprehension		3		NRT/CRT	Sh. Ans.	4 levels
Wyoming	WY Comprehensive Assessment System		4, 8, 11	4, 8, 11	NRT/CRT	Sh. Ans., Ext.Resp.	4 levels
TOTAL STATES	**48**	**32**	**47**	**42**			**45**
CRT=40; NRT=31; Writ.=13; Other=2							
Ext. Resp.=39; Sh. Ans.=27; Perf.=3; Obs.=3; Port.=2; EMC=2; Group Perf.=1							

Notes: "--" = No state assessment
Name of Assessment: CRT = Criterion-referenced; NRT = Norm-references; Perf. = Performance Assessment; ed. = Edition; St. Bsd. = Standards-Based
Type of test: CRT = Criterion-referenced; NRT = Norm-references; Perf. = Performance Assessment; St. Bsd. = Standards-Based; Writ. = Writing
Non-traditional exercises: EMC = Enhanced multiple choice; Ext. Resp. = Extended response; Group Perf. = Group hands-on performance tasks; Perf = Individual hands-on performance tasks; Port. = Portfolio or learning record; Proj. = Projects, exhibitions, or demonstrations; Obs = Observation; Sh. Ans. = Short answer
Performance levels = state assessment results are reported according to levels of student performance set by the state.

Source: State Student Assessment Programs Database, 1998-1999 school year, CCSSO.
Council of Chief State School Officers, State Education Assessment Center, Washington, DC.

Table 26

Statewide Assessment Programs in MATHEMATICS: 1998-1999

	Name of Assessment	Grades	Type of Test	Non-traditional Exercises	Report by Perf. Levels
Alabama	High School Graduation Exam, 3rd ed.	10	CRT	-------	pass/fail
	High School Basic Skills Exit Exam	11, 12	CRT	-------	pass/fail
	Stanford Achievement Test, 9th ed.	3-11	NRT	-------	3 levels
Alaska	California Achievement Test	5, 7, 10	NRT	-------	
	NRT	4, 8, 11	NRT	-------	3 levels
American Samoa	Stanford Achievement Test, 9th ed.	3, 5, 7-8, 10-12	NRT	-------	
Arizona	Stanford Achievement Test, 9th ed.	3-12	NRT	-------	
Arkansas	CRT	4, 8	CRT	Sh. Ans.	4 levels
	Stanford Achievement Test, 9th ed	5, 7, 10	NRT	-------	
California	Golden State Exams High School Math	9-12	St. Bsd.	Ext. Resp.	4 levels
	Golden State Exams (Algebra, Geo)	7-12	St. Bsd.	Ext. Resp.	4 levels
	Standardized Testing and Reporting Program	2-11	NRT	-------	
Colorado	Reading, Writing, and Mathematics	5	CRT	Sh. Ans., Ext. Resp.	4 levels
Connecticut	CT Academic Perf. Test	10	CRT	Sh. Ans., Grid.	4 levels
	CT Mastery Test	4, 6, 8	CRT	Sh. Ans. Grid.	4 levels
Delaware	DE Student Testing Program	3, 5, 8, 10	NRT/CRT	Sh. Ans., Ext. Resp.	5 levels
Florida	FL Comprehensive Assessment Test	5, 8, 10	CRT	Sh. Ans., Ext. Resp., Gridded	5 levels
	High School Competency Test	11	CRT	-------	pass/fail
Georgia	GA High School Graduation Tests	11, 12	CRT	-------	2 levels
	Iowa Tests of Basic Skills, Complete Battery	3, 5, 8	NRT	-------	
Hawaii	Credit by Examination (Algebra)		CRT	-------	
	HI State Test of Essential Competencies	10-12	CRT	-------	Pass
	Stanford Achievement Test 9th ed.	3, 5, 7, 9	NRT	-------	
Idaho	Math Assessment	4 and 8	CRT	Sh. Ans., Ext. Resp., Port.	5 levels
	NRT	3-11	NRT	-------	
Illinois	ISAT-Reading, Mathematics, Writing	3, 5, 8, 10	NRT/CRT	Ext. Resp.	4 levels
Indiana	Statewide Assessment	3, 6, 8, 10	NRT/CRT	Sh. Ans.	2 levels
Iowa	(Local) Standardized Testing ITBS & ITED	4, 8, 11	NRT	-------	3 levels
Kansas	KS Assessment Program	4, 7, 10	CRT	EMC	4 levels
Kentucky	Alternate Portfolio	4, 8 and 12	Other	Obs., Port., Perf	4 levels
	KCCT On-Demand	5, 8, 11	CRT	Ext. Resp.	4 levels
	National NRT	3, 6, 9	NRT	-------	
Louisiana	Graduation Exit Examination	10	CRT	-------	pass/fail
	LEAP 21 Grades 4 & 8 CRT	4, 8	CRT	Ext. Resp.	5 levels
	NRT Program	3, 5-7, 9	NRT	-------	
Maine	ME Educational Assessment	4, 8, 11	CRT	Sh. Ans., Ext. Resp.	4 levels
Maryland	MD Functional Tests	6 (by 12)	CRT	----------	pass/fail
	MD School Perf. Program	3, 5, 8	CRT	Sh. Ans., Ext. Resp., Perf., Group Perf.	5 levels
Massachusetts	MA Comprehensive Assessment System	4, 8, 10	CRT	Sh. Ans., Ext. Resp.	4 levels
Michigan	MI Educational Assessment Program	4, 7	CRT	-------	3 levels
	MEAP High School Test	11	CRT	Sh. Ans., Ext. Resp.	4 levels
Minnesota	Basic Standards Tests	8	CRT	--------	pass/fail
	MN Comprehensive Assessments	3-5	CRT	Sh. Ans.	4 levels
Mississippi	Functional Literacy Exam	11	CRT	-------	pass/fail
	NRT	4-9	NRT	Sh. Ans., Ext. Resp.	
	Subject Area Testing: Algebra I	(End of Course)	CRT	Ext. Resp.	
Missouri	MO Assessment Program	4, 8, 10	NRT/CRT	Sh. Ans., Ext. Resp.	5 levels
Montana	Student Assessment Requirement	4, 8, 11	NRT	-------	4 levels
Nebraska	------				
Nevada	High School Proficiency Examination	11, 12	CRT	Ext. Resp.	5 levels
	Terra Nova Tests	4, 8, 10	NRT	-------	
New Hampshire	NH Educational Improvement and Assessment Program	3, 6, 10	CRT	Ext. Resp.	4 levels

Table 26 (continued)

New Jersey	Grade 11 High School Proficiency Test	11	CRT	Ext. Resp., Grid.	pass/fail
	Grade Eight Proficiency Assessment	8	CRT	Ext. Resp.	3 levels
New Mexico	NM Achievement Assessment	4, 6, 8	NRT/CRT	Sh. Ans., Ext. Resp.	4 levels
	NM High School Competency Exam	10	CRT	Sh. Ans.	pass/fail
New York	NYS Testing Program	4, 8	CRT	Sh. Ans., Ext. Resp.	4 levels
	Regents Competency Tests	9	CRT	Sh. Ans.	pass/fail
	Regents Examination Program	9-11	CRT	Sh. Ans., Ext. Resp.	4 levels
North Carolina	NC Annual Testing Program	3-11	NRT/CRT	Sh. Ans.	4 levels
	NC Testing Program - Competency Testing	8-12	NRT/CRT	-------	pass/fail
	NRT	5, 8	NRT	-------	
North Dakota	TerraNova & Test of Cognitive Skills, 2nd ed.	4, 6, 8, 10	NRT	Sh. Ans.	4 levels
Ohio	4th, 6th Grade Proficiency Tests	4, 6	CRT	Sh. Ans., Ext. Resp., Gridded	3 levels
	9th Grade Proficiency Test (pass by 12th)	9 (by 12)	CRT	-------	pass/fail
Oklahoma	Iowa Tests of Basic Skills	3, 7	NRT	-------	
	OK Core Curriculum Tests	5, 8, 11	CRT	-------	2 levels
Oregon	Reading, Writing, and Mathematics Assessment-Reading & Multiple-choice Math	3, 5, 8, 10	CRT	-------	3 levels
	Reading, Writing, and Mathematics Assessment-Writing & Math Problem Solving	5, 8, 10	CRT	Ext. Resp.	4 levels
Pennsylvania	Reading, Writing, Mathematics	5, 8, 11	NRT	Ext. Resp.	
Puerto Rico	Prueba Puertorriquena de Competencias Escolares	3, 6, 9, 11	CRT	Other	3 levels
Rhode Island	English Lang. Arts & Math Perf.	4, 8, 10	CRT	Sh. Ans., Ext. Resp.	5 levels
South Carolina	Basic Skills, High School Exit Examination	3, 6, 8, 10	CRT	-------	pass/fail
	PACT	3-8	CRT	Sh. Ans.	pass/fail
	NRT	4, 5, 7, 9, 11	NRT	-------	
South Dakota	Stanford Achievement Test, Ninth ed.	4, 8, 11	NRT	-------	4 levels
Tennessee	TCAP Achievement Test	3-8	NRT	-------	3 levels
	TCAP Competency Test	9 (by 12)	CRT	Sh. Ans.	pass/fail
	High School End of Course	Alg, Geom, Pre-Alg	CRT	-------	
Texas	TX Assessment of Academic Skills	3-8, 10-12	CRT	-------	3 levels
	TX End-of-course tests	10-12			
Utah	Core Assessment CRT Program	1-6	CRT	-------	4 levels
	Core Curriculum Testing	1-12	CRT	Ext. Resp.	
	NRT	5, 8, 11	NRT	-------	
Vermont	Standards Referenced Exams (NSRE and VT Assmt)	4, 8, 10	CRT	Sh. Ans., Ext Resp.	5 levels
Virginia	Standards of Learning (SOL) Assessment Program Mathematics End of Course	3, 5, 8	CRT	-------	3 levels
	Standards of Learning (SOL) Assessment Program Mathematics End of Course	Alg. I, Geom., Alg. II	CRT	-------	3 levels
	VA Literacy Testing Program	6-12	CRT	-------	pass/fail
	VA State Assessment NRT Program	4, 6, 9	NRT	-------	
Virgin Islands	Terra Nova Assessments Series	3, 6, 8, 11	NRT	Ext. Resp.	4 levels
Washington	NRT	4, 8, 11	NRT	-------	
	WA Assessment of Student Learning	4, 7, 10	CRT	Sh. Ans., Ext. Resp.	4 levels
Wisconsin	WI Knowledge and Concepts of Examinations	4, 8, 10	NRT/CRT	Sh. Ans.	4 levels
West Virginia	Stanford Achievement Test, 9th ed.	3-11	NRT	-------	NA
Wyoming	Carl Perkins Assessment	9-12			4 levels
	WY Comprehensive Assessment System	4, 8, 11	NRT/CRT	Sh. Ans., Ext. Resp.	4 levels
TOTAL STATES, Mathematics=48		**CRT=40; NRT=31 Other=2**		**Ext. Resp.=27; Sh. Ans.=26; Grid.=4; Perf.=2; Port.=2; Obs.=1; Group Perf.=1; EMC=1**	**46**

Notes: "---" = No state assessment
Name of Assessment: CRT = Criterion-referenced; NRT = Norm-references; Perf = Performance Assessment; ed. = Edition; St. Bsd. = Standards Based
Type of test: CRT = Criterion-referenced; NRT = Norm-referenced; St. Bsd = Standards Based; Writ.=Writing Assessment
Non-traditional exercises: EMC = Enhanced multiple choice; Ext. Resp. = Extended response; Grid.=Gridded response, e.g., graphing item; Group Perf.= "hands-on performance tasks; Port. = Portfolio or learning record; Proj.=Projects, exhibitions, or demonstrations; Obs. = Observation; Sh. Ans. = Short answer
Performance levels = state assessment results are reported according to levels of student performance set by the state.

Source: State Student Assessment Programs Database, 1998-1999 school year, CCSSO.
Council of Chief State School Officers, State Education Assessment Center, Washington, DC.

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Table 27

Statewide Assessment Programs in SCIENCE: 1998-1999

	Name of Assessment	Grades	Type of Test	Non-traditional Exercises	Report by Perf. Levels
Alabama	High School Graduation Exam, Third ed.	10	CRT	-------	pass/fail
	Stanford Achievement Test	3-11	NRT	-------	3 levels
Alaska	-------				
American Samoa	Stanford Achievement Test	3, 5, 7-8, 10-12	NRT	-------	
Arizona	-------				
Arkansas	Stanford Achievement Test	5, 7, 10	NRT	-------	
California	Golden State Exams	9-12	St. Bsd.	Sh. Ans., Perf.	4 levels
	Standardized Testing and Reporting Program	9-11	NRT	-------	
Colorado	-------				
Connecticut	CT Academic Perf. Test	10	CRT	Sh. Ans., Group Perf.	4 levels
Delaware	-------				
Florida	-------				
Georgia	GA High School Graduation Tests	11, 12	CRT	-------	2 levels
	Iowa Tests of Basic Skills, Complete Battery	3, 5, 8	NRT	-------	
Hawaii	-------				
Idaho	NRT	3, 5, 7, 9	NRT	-------	
Illinois	IGAP-Science, Social Studies	4, 7, 11	NRT/CRT	-------	3 levels
Indiana	-------				
Iowa	-------				
Kansas	-------				
Kentucky	Alternate Portfolio	4, 8 and 12	Other	Obs., Port., Perf.	4 levels
	KCCT On-Demand	4, 7, 11	CRT	Ext. Resp.	4 levels
Louisiana	Graduation Exit Examination	11	CRT	-------	pass/fail
	NRT Program	3, 5-7, 9	NRT	-------	
Maine	ME Educational Assessment	4, 8, 11	CRT	Sh. Ans., Ext. Resp.	4 levels
Maryland	MD School Perf. Program	3, 5, 8	CRT	Sh. Ans., Ext. Resp., Perf., Group Perf.	5 levels
Massachusetts	MA Comprehensive Assessment System	4, 8, 10	CRT	Ext. Resp.	4 levels
Michigan	Grade 5 and 8 Science, Social Studies and Writing	5 and 8	CRT	Sh. Ans., Perf.	3 levels
	MEAP High School Test	11	CRT	Sh. Ans., Ext. Resp.	4 levels
Minnesota	-------				
Mississippi	Subject Area Testing (End of Course):	9 (by 12)	CRT	Ext. Resp.	
Missouri	MO Assessment Program	3, 7, 10	NRT/CRT	Sh. Ans., Ext. Resp.	5 levels
Nebraska	-------				
Nevada	NRT	4, 8, 10	NRT	-------	
New Hampshire	NH Educational Improvement and Assessment Program	6, 10	CRT	Ext. Resp.	4 levels
New Mexico	NM Achievement Assessment	4, 6, 8	NRT/CRT	Sh. Ans., Ext. Resp.	4 levels
	NM High School Competency Exam	10	CRT	Sh. Ans.	pass/fail
New York	Program Evaluation Tests (PET)	4	CRT	Ext. Resp.	
	Regents Competency Tests	9	CRT	Sh. Ans.	pass/fail
	Regents Examination Program (Earth Science)	9	CRT	Sh. Ans., Ext. Resp.	4 levels
	Regents Examination Program (Biology, Chemistry)	10	CRT	Sh. Ans., Ext. Resp.	4 levels
	Regents Examination Program (Physics)	11	CRT	Sh. Ans., Ext.	4 levels

Table 27 (continued)

North Carolina	NC Annual Testing Program	9-12	NRT/CRT	--------	4 levels
North Dakota	TerraNova & Test of Cognitive Skills, 2nd ed.	4, 6, 8, 10	NRT	Sh. Ans	4 levels
Ohio	4th, 6th Grade Proficiency Tests	4	CRT	Sh. Ans., Ext. Resp.	3 levels
	9th-Grade Proficiency Tests	9 (by 12)	CRT	--------	pass/fail
Oklahoma	Iowa Tests of Basic Skills - NRT Component	3, 7	NRT	--------	
	OK Core Curriculum Tests - Multiple Choice	5, 8, 11	CRT	--------	2 levels
Oregon	--------				
Pennsylvania	--------				
Puerto Rico	Prueba Puertorriquena de Competencias Escolares	3, 6, 9, 11	CRT	Other	3 levels
South Carolina	--------				
South Dakota	Stanford Achievement Test	4, 8, 11	NRT	--------	4 levels
Tennessee	TCAP Achievement Test	3-8	NRT	--------	3 levels; 5 levels
Texas	TX Assessment of Academic Skills	8	CRT	--------	3 levels
	TX End-of-course tests	10-12			
Utah	Core Assessment CRT Program	1-6	CRT	--------	4 levels
	Core Curriculum Testing	1-12	CRT	Ext. Resp.	
	NRT	5, 8, 11	NRT	--------	
Vermont	Standard's Referenced Exams (NSRE and VT Assmt)	6	CRT	Sh. Ans.	5 levels
Virgin Islands	Terra Nova Assessments Series	3, 6, 8, 11	NRT	Ext. Resp.	4 levels
Virginia	Standards of Learning (SOL) Assessment Program	3, 5, 8	CRT	--------	3 levels
	Standards of Learning (SOL) Assessment Program (End-of-course Science)	ES, Biol., Chem.	CRT	--------	3 levels
Washington	--------				
West Virginia	NRT	3-11	NRT	--------	NA
Wisconsin	WI Knowledge and Concepts of Examinations	4, 8, 10	NRT/CRT	Sh. Ans.	4 levels
Wyoming	Carl Perkins Assessment	9-12			4 levels
TOTAL STATES, Science=33		**CRT=23; NRT=19 Other=2; Writ.=1**	**Ext. Resp.=12; Sh. Ans.=12; Perf.=4; Group Perf.=2; Port.=1; Obs.=1**		**28**

Notes: "---" = No state assessment
Name of Assessment: CRT = Criterion-referenced; NRT = Norm-references; St. Bsd = Standards Based
Type of test: CRT = Criterion-referenced; NRT = Norm-referenced; St. Bsd = Standards Based; Writ.=Writing Assessment
Non-traditional exercises: EMC = Enhanced multiple choice; Ext. Resp. = Extended response; Grid.=Gridded response, e.g., graphing item; Group Perf Group hands-on performance tasks; Perf. = Individual hands-on performance tasks; Port. = Portfolio or learning record; Proj = Projects, exhibitions, demonstrations; Obs. = Observation; Sh. Ans = Short answer
Performance levels = state assessment results are reported according to levels of student performance set by the state.

Source: State Student Assessment Programs Database, 1998-1999 school year, CCSSO.
Council of Chief State School Officers, State Education Assessment Center, Washington, DC.

Table 28

State Assessment Progams in SOCIAL STUDIES: 1998-1999

	Name of Assessment	Grades	Type of Test	Non-traditional Exercises	Report by Perf. Levels
Alabama	Stanford Achievement Test, 9th ed.	3-11	NRT	-------	3 levels
Alaska	-------				
American Samoa	Stanford Achievement Test, 9th ed.	3, 5, 7-8, 10-12	NRT	-------	
Arizona	-------				
Arkansas	Stanford Achievement Test, 9th ed.	5, 7, 10	NRT	-------	
California	Golden State Exams (Economics, History, and Gov't Civics)	9-12	St. Bsd.	Ext. Resp.	4 levels
	Standardized Testing and Reporting Program	9-11	NRT	-------	
Colorado	-------				
Connecticut	-------				
Delaware	-------				
Florida	-------				
Georgia	GA High School Graduation Tests	11, 12	CRT	-------	2 levels
	Iowa Tests of Basic Skills, Complete Battery	3, 5, 8	NRT	-------	
Hawaii	HI State Test of Essential Competencies	10-12	CRT	-------	Pass
Idaho	NRT	3, 5, 7, 9	NRT	-------	
Illinois	IGAP-Science, Social Studies	4, 7, 11	NRT/CRT	-------	3 levels
Indiana	-------				
Iowa	-------				
Kansas	-------				
Kentucky	Alternate Portfolio	4, 8, 12	Other	Obs., Port., Perf	4 levels
	KCCT On-Demand	5, 8, 11	CRT	Ext. Resp.	4 levels
Louisiana	Graduation Exit Examination	11	CRT	-------	pass/fail
	NRT Program	3, 5-7, 9	NRT	-------	
Maine	ME Educational Assessment	4, 8, 11	CRT	Sh. Ans., Ext. Resp.	4 levels
Maryland	MD School Performance Assessment Program	3, 5, 8	CRT	Sh. Ans., Ext. Resp., Perf., Group Perf.	5 levels
Massachusetts	MA Comprehensive Assessment System	8	CRT	Ext. Resp.	4 levels
Michigan	Grade 5 and 8 Science, Social Studies and Writing	5, 8	CRT	Sh. Ans., Ext Resp.	4 levels
	MEAP High School Test	11	CRT	Sh. Ans., Ext. Resp.	4 levels
Minnesota	-------				
Mississippi	Subject Area Testing (End of Course): U.S. History fr. 1877	11-12 (by 12)	CRT	Ext. Resp.	
Missouri	MO Assessment Program	4, 8, 11	NRT/CRT	Sh. Ans., Ext. Resp.	5 levels
Montana	Student Assessment Requirement	4, 8, 11	NRT	-------	4 levels
Nebraska	-------				
Nevada	-------				
New Hampshire	NH Educational Improvement and Assessment Program	6, 10	CRT	Ext. Resp.	4 levels
New Jersey	-------				
New Mexico	NM Achievement Assessment	4, 6, 8	NRT/CRT	Sh. Ans., Ext. Resp.	4 levels
	NM High School Competency Exam	10	CRT	Sh. Ans.	pass/fail

Table 28 (continued)

New York	Program Evaluation Tests (PET)	6, 8	CRT	Ext. Resp.	
	Regents Competency Tests (Global Studies)	10	CRT	Ext. Resp.	
	Regents Competency Tests (US History)	11	CRT	Ext. Resp.	
	Regents Examination Program (Global Studies)	10	CRT	Ext. Resp.	4 levels
	Regents Examination Program (US Hist./Govt)	11	CRT	Ext. Resp.	4 levels
North Carolina	NC Annual Testing Program (ELPS 9, US Hist 11)	9, 11	NRT/CRT	-------	4 levels
North Dakota	TerraNova & Test of Cognitive Skills, 2nd ed.	4, 6, 8, 10	NRT	Sh. Ans.	4 levels
Ohio	4th, 6th Grade Proficiency Tests	4, 6	CRT	Sh. Ans., Ext. Resp.	3 levels
	9th-Grade Proficiency Test (Pass by 12th)	9 (by 12)	CRT	-------	pass/fail
Oklahoma	Iowa Tests of Basic Skills - NRT	3, 7	NRT	-------	
	OK Core Curriculum Tests - Multiple Choice (U.S. History/Const./Govt., Geography, Arts, Oklahoma History [Grade 11 only])	5, 8, 11	CRT	-------	2 levels
Oregon	-------				
Pennsylvania	-------				
Puerto Rico	Prueba Puertorriquena de Competencias Escolares	3, 6, 9, 11	CRT	Other	3 levels
Rhode Island	-------				
South Carolina	-------				
South Dakota	-------				
Tennessee	TCAP Achievement Test	3-8	NRT	-------	3 levels; 5 levels
Texas	TX Assessment of Academic Skills (TAAS)	8	CRT	-------	
Utah	Core Curriculum Testing	1-12	CRT	Ext. Resp.	
	NRT	5, 8, 11	NRT	-------	
Vermont	-------				
Virgin Islands	Terra Nova Assessments Series	3, 6, 8, 11	NRT	Ext. Resp.	4 levels
Virginia	Standards of Learning (SOL) Assessment Program	3, 5, 8, 12	CRT	-------	3 levels
Washington	-------				
West Virginia	NRT	3-11	NRT	-------	NA
Wisconsin	WI Knowledge and Concepts of Examinations	4, 8, 10	NRT/CRT	Sh. Ans.	4 levels
Wyoming	-------				
TOTAL STATES, Social Studies=29		**CRT=21; NRT=17 Perf.=5; Other=2**	**Ext. Resp.=13; Sh. Ans.=8; Perf.=2; Group Perf.=1; Port.=1; Obs.=1**		**23**

Notes: "---" = No state assessment
Name of Assessment: CRT = Criterion-referenced; NRT = Norm-references; Perf = Performance Assessment; ed. = Edition; St. Bsd = Standards Based
Type of test: CRT = Criterion-referenced; NRT = Norm-referenced; St. Bsd. = Standards Based; Writ.=Writing Assessment
Non-traditional exercises: EMC = Enhanced multiple choice; Ext. Resp. = Extended response; Grid.=Gridded response, e.g., graphing item; Group Perf.= Group hands-on performance tasks; Perf. = Individual hands-on performance tasks; Port. = Portfolio or learning record; Proj.=Projects, exhibitions, or demonstrations; Obs. = Observation; Sh. Ans = Short answer
Performance levels = state assessment results are reported according to levels of student performance set by the state.

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Source: State Student Assessment Programs Database, 1998-1999 school year, CCSSO. Council of Chief State School Officers, State Education Assessment Center, Washington, DC.

Table 29

Statewide Assessment Programs in Arts, Foreign Languages: 1998-1999

	Name of Assessment	Subject Area	Grades	Type of Test	Non-Traditional Items	Report by Perf. Levels
California	Golden State Exams	For. Lan.	9-12	St. Bsd.	Ext. Resp.	4 levels
Hawaii	Credit by Examination	For. Lan.		CRT	-------	
Illinois	Illinois Standards Achievement Test and Illinois Goal Assessment Program	Arts (Dance, Music, Theatre)		NRT	-------	4 levels
Kentucky	KCCT On-Demand	Arts & Hum.	5, 8, 11	Writ.	Ext. Resp.	4 levels
Maine	Maine Educational Assessment	Arts & Hum., Visual Arts	4, 8, 11	CRT	Ext. Resp.	4 levels
Missouri	MO Assessment Program	Arts (Dance, Music, Theatre), Visual Arts	3, 7, 11	CRT	Ext. Resp.	
New York	Regents Examination Program	For. Lan.	10	CRT	Ext. Resp., Proj.	4 levels
Puerto Rico	Prueba Puertorriquena de Competencias	Spanish	3, 6, 9, 11			3 levels
Utah	Core Curriculum Testing	Visual Arts	1-6	CRT	Ext. Resp.	
TOTAL STATES, Arts=5 For. Lan.=3			**CRT=5; NRT=1; Writ.=1**	**Ext. Resp.=6; Proj.=1; St. Bsd. =1**		**6**

Notes: "---" = No state assessment
Name of Assessment: CRT = Criterion-referenced; NRT = Norm-references; Perf = Performance Assessment; ed. = Edition; St. Bsd = Standards Based
Subject Area: Hum. = Humanities; For. Lan. = Foreign Language
Type of test: CRT = Criterion-referenced; NRT = Norm-referenced; St. Bsd. = Standards Based; Writ.=Writing Assessment
Non-traditional exercises: EMC = Enhanced multiple choice; Ext. Resp. = Extended response; Grid.=Gridded response, e.g., graphing item; Group Perf.= Group hands-on performance tasks; Perf. = Individual hands-on performance tasks; Port. = Portfolio or learning record; Proj.=Projects, exhibitions, or demonstrations; Obs. = Observation; Sh. Ans = Short answer
Performance levels = state assessment results are reported according to levels of student performance set by the state.

Source: State Student Assessment Programs Database, 1998-1999 school year, CCSSO. Council of Chief State School Officers, State Education Assessment Center, Washington, DC.

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